

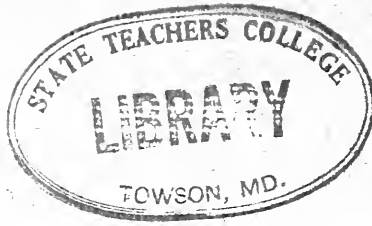
*STATE OF MARYLAND*  
*TEACHERS YEAR BOOK*

FOR THE INFORMATION AND GUIDANCE OF  
OFFICIALS AND TEACHERS OF THE PUBLIC  
SCHOOLS OF THE STATE OF MARYLAND



SCHOLASTIC YEAR, 1916-1917

LB  
1561  
M3A3  
1916/17



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**B. HOWELL GRISWOLD, JR.**

Chairman Maryland Educational Survey Commission

# STATE OF MARYLAND

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## Teachers Year Book

For the Information, Use, and Guidance of  
Officials and Teachers of the Public  
Schools of the State of Maryland

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**SCHOLASTIC YEAR 1916-1917.**

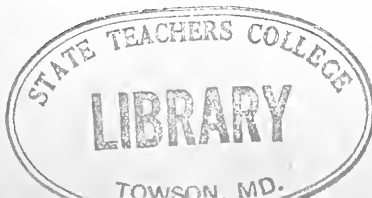
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Prepared Under the Direction of  
**M. BATES STEPHENS, State Superintendent.**  
Issued by the State Board of Education.



A. S. Cook Library  
Towson State University  
Baltimore, Maryland 21204

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Ridgely, Md.



LB 1561

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1916/17

## CONTENTS

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Foreword .....	4
State Board of Education .....	6
County Officials .....	7
County Institutes....	10
State Teachers' Reading Circle .....	11
Commissioners' and Superintendents' Association .....	18
National Educational Association .....	20
Maryland State Teachers' Association .....	23
Examination for Teachers' Certificates .....	27
Exchange of Teachers' Certificates .....	28
Kind of Certificates, with Requirements for Each .....	30
By-Laws, Compulsory School Attendance .....	34
The Social Nature of the School Attendance Problem ...	37
Sports for Country Boys and Girls .....	39
Our High Schools—Retrospect and Prospect .....	44
Brief Bibliography of Supervised Study .....	48
Approved High Schools, Aug. 30, 1916 .....	50
The Money Value of Education .....	52
Nucleus for a School Library .....	54
PUBLIC SCHOOL ANNIVERSARIES:	
Washington's Birthday .....	57
Maryland Day .....	61
Arbor Day .....	76
Peace Day .....	87

## FOREWORD

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The General Assembly of Maryland, in passing the general education bill at its last session, marked the beginning of a new era in public school work for the State of Maryland. In many respects we begin over again as regards the essential elements of school administration. The formation of State, county, and district boards is somewhat changed; the tenure is different; the duties of school administration have been shifted so that matters professional are given over to the executive officer of the Board—the Superintendent; responsibility for results is more fixed and certain; the function of certification of teachers now rests entirely with the State Department of Education; the way certificates are renewed has been changed; a school attendance law, State-wide and mandatory, supersedes the sham affair passed in 1912; school funds are to be apportioned differently; and a dozen other changes, almost too numerous to mention, have come upon us.

Teachers and school officials, do we know the import and meaning of our new school law which has been discussed and praised in every state in the Union since its passage? Are we familiar with its provisions, its purposes, and its possibilities? I dare say even those of us who are best posted on its features have not a proper conception of the great stride in public school progress the new law makes possible. Instead of a State Superintendent and his assistant, who heretofore have been required to attend to all the supervision given the school from the State Department, we are to have three additional professional assistants, viz: a State high school supervisor, a rural school supervisor, and a white supervisor of colored schools. This provision should more than double the efficiency of the State Department of Education. In the counties the step toward more effective administration has been just as marked. Each county will have an attendance officer who is called in the law a “professional assistant” and whose entire time is to be given to the work under the direction of the county superintendent. Each county with as many as one hundred teachers, will have a supervisor of the elementary grades. This scheme for close supervision, for helpful assistance and cooperation is perhaps the biggest thing in the law so full of promising results. Do *we* want and will *we* welcome the people who will thus come into the service to strengthen the weak places in the old law? Or will we complain and antagonize, lest our duties be increased by providing definite means for checking the quality of our instruction? Good teachers have nothing to fear and much to gain by adequate supervision. Teachers without experience, but who have



the right attitude toward the work will find through this provision the quickest road to success in the school room. Pupils of all grades can look forward with good cheer to school life as abounding in facilities to make them live well in school and to furnish the proper stimuli to arouse worthy interests. Parents who want to give their children that which cannot be taken away from them through the wicked designing of others may find much encouragement in the promises of the newer system of instruction. There will come some disappointments to at least a few of our present corps of teachers; the grade, the classification of their certificates may be changed and their salaries affected. Many may regret that their claims were not recognized in asking to be made supervisors or attendance officers. Patrons and friends will likely feel displeased that school taxes have jumped and the naming of principal teachers has been taken away from their representatives in the system—the trustees. But let us all give the new order of things a fair trial knowing that the problem of universal education is the biggest task of the State and that when properly solved, it means the State's biggest advancement.

**M. BATES STEPHENS,**

Annapolis, October 16, 1916.

State Superintendent of Schools.

STATE OF MARYLAND  
**DEPARTMENT OF EDUCATION**  
ANNAPOLIS

---

State Board of Education

GOVERNOR EMERSON C. HARRINGTON, President

M. BATES STEPHENS, Secretary

T. H. LEWIS, Westminster

HENRY SHRIVER, Cumberland

T. H. BECK, Princess Anne

W. T. WARBURTON, Elkton

JOHN O. SPENCER, Baltimore

WIRT A. DUVALL, Baltimore

---

State Superintendent of Schools

M. BATES STEPHENS, Annapolis, Md.

Assistant State Superintendent of Schools

G. H. REAVIS, Annapolis, Md.

State Supervisor of High Schools

SAMUEL M. NORTH, Annapolis, Md.

Principal Maryland State Normal School

SARAH E. RICHMOND, Towson, Md.

Principal State Normal School, No. 2

C. L. STAPLES, Frostburg, Md.

Principal Maryland Normal and Industrial School

(For Colored Students).

D. S. S. GOODLOE, Bowie, Md.

7 COUNTY SUPERINTENDENTS OF SCHOOLS

Name	Address	County
EDWARD F. WEBB	Cumberland	Allegany
GEORGE F. FOX	Annapolis	Anne Arundel
ALBERT S. COOK	Towson	Baltimore
T. G. BENNETT	Prince Frederick	Calvert
EDWARD M. NOBLE	Denton	Caroline
MORRIS S. H. UNGER	Westminster	Carroll
HUGH W. CALDWELL	Elkton	Cecil
THOMAS M. CARPENTER	La Plata	Charles
JAMES B. NOBLE	Cambridge	Dorchester
G. LLOYD PALMER	Frederick	Frederick
FRANKLIN E. RATHBUN	Oakland	Garrett
MILTON C. WRIGHT	Bel Air	Harford
WOODLAND C. PHILLIPS	Ellicott City	Howard
JEFFERSON L. SMYTH	Chestertown	Kent
W. B. BURDETTE	Rockville	Montgomery
E. S. BURROUGHS	Upper Marlboro	Prince George
BYRON J. GRIMES	Centreville	Queen Annes
GEORGE W. JOY	Leonardtown	St. Marys
WM. H. DASHIELL	Princess Anne	Somerset
NICHOLAS OREM	Easton	Talbot
CHARLES F. DRYDEN	Hagerstown	Washington
WM. J. HOLLOWAY	Salisbury	Wicomico
EDGAR W. McMASTER	Pocomoke City	Worcester

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**Baltimore City**

Office, Madison and Lafayette Avenues

CHAS. J. KOCH, Superintendent

CHAS. A. A. J. MILLER, Assistant JOHN A. KORFF, Assistant  
 ANDREW J. PIETSCH, Assitant ROLAND WATTS, Assistant  
 ROBERT W. ELLIOTT, Assistant JOSEPH HANDS, Assistant

## County Supervisors of Elementary Schools

---

Name	Address	County
MARION S. HANCKEL	... Cumberland	Allegany
KATE KELLY	... Annapolis	Anne Arundel
ISABEL C. DAVIDSON	... Baltimore (Primary)	Baltimore
LIDA L. TALL	... Baltimore (Grammar)	Baltimore
CLARENCE G. COOPER	.. Baltimore (Rural)	Baltimore
CLARENCE G. COOPER	.. Glencoe	Baltimore
.....	.....	Calvert
WILSIE M. SMITH	..... Denton	Caroline
I. JEWELL SIMPSON	..... Westminster	Carroll
ALICE E. MILLER	..... Elkton	Cecil
.....	.....	Charles
EFFIE M. WILIAMSON	.. Cambridge	Dorchester
NAN L. MILDREN	..... Frederick	Frederick
ADAH BAUGH	..... Oakland	Garrett
.....	.....	Harford
S. ELIZABETH MEADE	.. Ellicott City	Howard
LOUIS C. ROBINSON	..... Chestertown	Kent
ROSE T. COURSEY	..... Rockville	Montgomery
BLANCHE C. OGLE	..... Upper Marlboro	Prince George
HANNAH A. KEIFFER	... Centreville	Queen Annes
.....	.....	St. Marys
.....	.....	Somerset
FRANCIS H. CLARK	..... Easton	Talbot
ALICE THOMPSON	..... Hagerstown	Washington
JAMES BENNETT	..... Salisbury	Wicomico
.....	.....	Worcester

## County School Attendance Officers.

Name	Address	County
- THOMAS H. MORGAN ...	Cumberland .....	Allegany
BENJ. WATKINS, Jr. ....	Annapolis .....	Anne Arundel
JOHN T. HERSHNER .....	Towson .....	Baltimore
Wm. H. T. TALBOTT .....	Prince Frederick .....	Calvert
- HELEN B. WISONG .....	Denton .....	Caroline
- A. J. BEMILLER .....	Westminster .....	Caroll
LIDIE D. REYNOLDS ....	Elkton .....	Cecil
W. B. BILLINGSLY .....	La Plata .....	Charles
- H. JEANIE BRYAN .....	Cambridge .....	Dorchester
F. D. HARSHMAN .....	Frederrick .....	Frederick
- B. H. BILEY .....	Oakland .....	Garrett
- FRANK DAVIS .....	Bel Air .....	Harford
- S. ELIZABETH MEADE ..	Ellicott City .....	Howard
RUBY K. AHERN .....	Chestertown .....	Kent
- MARY MAGRUDER .....	Rockville .....	Montgomery
EDGAR S. McCENEY .....	Upper Marlboro .....	Prince George
LELIA THOMAS .....	Centreville .....	Queen Anne
ZACH T. RALEY .....	Leonardtown .....	St. Marys
- ADDIE E. BOND .....	Princess Anne .....	Somerset
- EMMA L. DAVIS .....	Easton .....	Talbot
JACOB A. ZIEGLER .....	Hagerstown .....	Washington
- E. VAUGHAN JACOBS ...	Salisbury .....	Wicomico
MARY A. TOWNSEND ...	Pocomoke City .....	Worcester

# County Teachers' Institutes

# School Year 1916-'17

List of Dates, Places of Meeting, and Names of Normal Instructors for the  
County Institutes of Maryland

Counties	Date	State Normal School Instructors Assigned	Meeting Places
Allegany	Aug. 30 Sept. 3	Dr. Staples Miss Hyde	Cumberland
Anne Arundel	Summer School in lieu of Institute		
Baltimore	Sept. 4-15	No Assignment	State Normal School, Towson
Calvert	Date to be Arranged.		
Caroline	Aug. 30 Sept. 14	None	Denton
Carroll	Sept. 4-3	None	Westminster
Cecil	Summer School in lieu of Institute		
Charles	April. 1916	None	La Plata
Dorchester	Summer School in lieu of Institute		
Frederick	Sept. 4-14	None	Frederick
Garrett	Summer School at Oakland in lieu of Institute		
Harford	Sept. 4-8	Elsie Hichew	Belair
Howard	Summer School in lieu of Institute		
Kent	Summer School in lieu of Institute		
Montgomery	Summer School in lieu of Institute		
Prince George	Aug. 28 Sept. 8	None	Hyattsville
Queen Anne	Summer School in lieu of Institute		
St. Marys	Summer School in lieu of Institute		
*Somerset	Aug. 30 Sept. 7	None	Ocean City
Talbot	Summer School in lieu of Institute		
Washington	Summer School in lieu of Institute		
*Wicomico	Aug. 31 Sept. 7	None	Ocean City
*Worcester	Aug. 31 Sept. 7	None	Ocean City

\*Somerset, Wicomico and Worcester will meet together at Ocean City.

# STATE TEACHERS' READING CIRCLE

## ORGANIZATION

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage, and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Schools, Annapolis, Chairman.

Miss Sarah E. Richmond, State Normal School, Towson.

Mr. Samuel M. North, State Supervisor of High Schools.

Mr. H. H. Murphy, State Normal School, Towson.

Mr. W. J. Holloway, County Superintendent of Schools, Salisbury.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Mr. John Edwards, Assistant Headmaster, Tome Institute.

Mr. David E. Weglein, Principal Western High School, Baltimore.

Miss Mary H. Taylor, State Normal School, Towson, Secretary.

## CERTIFICATES AND TESTIMONIALS

*Certificates*, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, which may be had upon application to the Secretary.

*Testimonials*, countersigned by the Secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers.

The State Superintendent, in renewing teachers' certificates, is directed to assign to these testimonials due weight as evidences of "professional spirit."

## ASSISTANCE

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed

to have special oversight over that subject of study to which the matter belongs.

### MEMBERSHIP

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Taylor.

### COURSES OF STUDY

There are four courses of study outlined for the year 1915-1916— one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1915-1916 must take the major course, Pedagogy, and in addition one of the minor courses—Literature, History or Science—prescribed for 1915-1916.

### REQUIRED READING FOR 1916-1917.

**PEDAGOGY:**—Bachman's "Principles of Elementary Education." Published by D. C. Heath & Co., New York. Single copies, postpaid, \$1.12; in lots of 10 or more to one address \$1.00, transportation paid.

Hall-Quests' "Supervised Study." Published by Macmillan Co., New York. Single copies, \$1.20, postage paid; in lots of 10 or more, \$1.10, carriage paid.

**ENGLISH:**—"Teaching Literature in the Grammar Grades and High School" by Emma M. Boleius. Published by Houghton, Mifflin Co., New York. Single copies, \$1.08 postpaid, to any address in Maryland; or if ordered with "Beginnings of American People" both postpaid \$2.10. In quantity to one address \$1.00 per copy, express unpaid.

Bolenius' "Teaching of Oral English." Published by J. B. Lipincott Co., Philadelphia. Single copies or any number of copies 90 cents postpaid; or any number of copies 80 cents f. o. b. cars at Philadelphia.

**SCIENCE:**—Kinne and Cooley's "Shelter and Clothing." Published by Macmillan Co., New York. Single copies, postpaid \$1.05; ten or more copies, carriage paid, 99 cents.

**HISTORY:**—"Beginnings of the American People" by Carl Becker. Published by Houghton, Mifflin Co., New York. Single copies, to any address in Maryland, \$1.08 postpaid; or with "Teaching Literature in the Grammar Grades and High School,"



both postpaid \$2.10. In quantity to one address \$1.00 per copy, express unpaid.

For more complete details of the Reading Circle, consult your Year Book.

All communications relating to the Reading Circle should be directed to Miss Mary H. Taylor, State Normal School, Towson, Md.

#### PREScribed READING FOR 1915-1916.

Parker's "Methods of Teaching in High Schools."

Earhart's "Types of Teaching."

Cromwell's "Agriculture and Life."

Wayland's "How to Teach American History."

Turner's "Teaching to Read."

#### Certificate Requirements for the Course of 1915-1916.

*CAUTION:—Read the directions before writing and follow them carefully and fully.*

#### SUGGESTIONS

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
- 2 . Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch on the left, for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the faults.
9. All themes should be handed in not later than September 1st, 1915. The Secretary will return rejected themes to the writer by November 1st, to be re-written if the writer so desires. All themes will be returned to the writer by December 1st, 1915.

**PEDAGOGY**—Choose (a) or (b):

- (a) "Types of Teaching," by Lida Earhart. Published by Houghton, Mifflin Co., New York. Single copies, \$1.08, postpaid, to any address in Maryland; in quantity, to one address, \$1.00 per copy, express unpaid.

Seven topics are represented; two of the first may be omitted. No fixed number of words is required for each topic, the requirements being that each shall be answered in full and definitely. All repetitions or unnecessary information will be considered as points against the writer.

1. Use Chapter 1 to show the difference between the live-wire teacher and the one who allows herself to fall into a rut.

2. Discuss the inductive and deductive methods as treated in Chapters V and VI showing where each may be best used and introducing into your paper the answers to questions 2, 5, 6, 7, 11, 13 in Chapter V and 2, 5, 6, 8, 9, 12, 14, in Chapter VI.

3. Show that the time, the nature, the method of an assignment may vary according to the subject or the lesson given. Introduce into your discussion the answers to questions 3 4, 5, 6, 7, 9, 10 12.

4. Write your views as modified by Chapter IX on

The Recitation:

- a. Its value as a factor in education.
- b. Its several forms and where each may best serve its purpose.
- c. Good questioning.
- d. The pupil's independent part of it.
- e. Use of notebooks.

5. How may appreciation be aroused and guided in

- a. Art.
- b. Reading.
- c. History.
- d. Neighborhood improvement.

6. Show how group work in arithmetic, composition, geography, and civics may be used to develop a socializing influence, introducing into your paper the answers to questions 2, 4, 5, 6, 11, 13, at the end of Chapter XI.

7. How may I train my pupils to attack a subject, and to obtain completely and quickly the necessary thought in that subject? Introduce into your paper the answers to questions 2, 4, 5, 7, 8, 9, 10 11, 14, 15, 17 at the end of Chapter XIV.

Note to 7. In using question 17 give only three problems.

(b) Parker's "Methods of Teaching in High Schools." Published by Ginn & Co., New York. Single copies, postpaid, \$1.20; in lots of 10 or more to one address, \$1.08 per copy, transportation paid.

Write a paper containing about 3000 words, using one or more of the following topics:

1. A review of the text.
2. The purpose to be attained by high school instruction.
3. The importance of economy in classroom activity.
4. What to teach in the high school and how to organize it.

5. The most economical and effective method to be employed in different subjects.
6. How to stimulate pupils to learn most economically.
7. Provisions for individual differences in class instruction.
8. Supervision of high school study.
9. The most effective means of enriching pupils' experiences.
10. The planning of instruction to assure that valuable and definite experiences are to be provided.
11. The testing of teaching.
12. The observation of teaching, to show the practical applications of educational theory.

**ENGLISH**—Turner's "Teaching to Read." Published by American Book Co., New York. Single copies, \$1.00 postpaid; 10 or more copies, 90 cents each, charges paid, when cash accompanies the order.

Write a paper of not more than 3000 words, giving the author's plan and purpose and getting illustrations from the suggestive studies at the end of chapters. Use the titles of chapters as a topical outline.

**HISTORY**—Wayland's "How to Teach American History." Published by Macmillan & Co., New York. Single copies, postpaid, 99 cents; in lots of ten or more, charges paid, 88 cents.

Write a report of the results you have obtained from teaching history, stating to what extent "Wayland" methods have helped you. Do not have more than 1000 words in the report.

If you have not yet tried the methods suggested by Wayland, make your report show in what ways your history teaching could be improved by following his methods.

**SCIENCE**—"Agriculture and Life," by Cromwell. Published by J. B. Lippincott & Co., Philadelphia. Single copies, \$1.00 postpaid; 10 or more copies, 90 cents a copy, express prepaid.

Write on three or more of the topics given, the paper or papers to total between 2000 and 2500 words.

1. How the New Agriculture will aid in the teaching of
  - a. Arithmetic.
  - b. English.
  - c. Geography.
  - d. History.
  - e. Composition.
  - f. Spelling.
2. The function of the text-book in the teaching of Agriculture.

3. The use of score cards in Agricultural education.
4. Modifications in the Course of Study that may be made through Agriculture.
5. Report upon the teaching of Agriculture in your school, describing any home projects carried on by pupils, booklets made, tests conducted, excursions taken, gardening at home and at school, club activities, school museums, etc.
6. In the light of what this book teaches, discuss farming as conducted by some farmer in your district.
7. How may the New Agriculture help to bridge the growing gap between the home and the school?
8. Describe an efficient rural school.

Address Miss Mary H. Taylor, Secretary,  
Maryland State Normal School, Towson, Md.

#### EXTRACTS FROM THE SECRETARY'S FIFTEENTH ANNUAL REPORT.

The records for 1915-1916 show an enrollment of 728, distributed as follows:

Allegany . . . . .	116	Prince George . . . . .	23
Anne Arundel . . . . .	30	Frederick . . . . .	3
Calvert . . . . .	5	Howard . . . . .	17
Caroline . . . . .	2	Washington . . . . .	68
Carroll . . . . .	33	Wicomico . . . . .	175
Cecil . . . . .	77	Worcester . . . . .	44
Charles . . . . .	1	Total . . . . .	728
Dorchester . . . . .	79		
Montgomery . . . . .	55		

#### CERTIFICATES AWARDED

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

##### Course of 1914-1915.

- Calvert County—Sallie Simmons.
- Caroline County—Amelia Carmine, Mary E. Davis, Addie C. Gale, Eva Wright.
- Carroll County—Jane MacLeod.
- Cecil County—Evelyn T. Kimble, Mary E. Kimble.
- Charles County—Mrs. T. C. Gardiner.
- Dorchester County—Lillian S. Chappell, Nellie Dean, Susie Hurlock, Jennie Jones, Alonzo H. Long, Robert E. Shilling, Ethel D. Tubman, Marie Tubman.
- Frederick County—Blanche Howard.
- Prince George's County—Charles N. Beebe, Elizabeth Van Ness Duvall, Margaret S. Underwood.
- St. Marys County—Alma Wathen.
- Wicomico County—Minnie Anderson, Wilsie Banks, Mary Bennett, Ella Lee Betts, C. Allen Carlson, Gertrude Killian,

Millie L. Parker, Josephine Porter, Georgia M. Reddish, Nancy Hooper Smith, Mattie Lee Truitt, Edna A. Wilkins, Susie A. Willing. Worcester County—John S. Hill, Margaret Northam. Delmar, Delaware—Meta F. Eppler.

TESTIMONIALS AWARDED

The following persons having completed a three year's course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:

- Addie C. Gale .....Caroline County
- Evelyn T. Kimble .....Cecil County
- Ethel D. Tubman .....Dorchester County
- Marie Tubman .....Dorchester County
- Minnie Anderson ..... Wicomico County
- Susie A. Willing ..... Wicomico County

During the year the Reading Circle has been under the management of the following officers:

- Dr. M. Bates Stephens, ex-officio Chairman, Annapolis, Md.
- Miss S. E. Richmond, State Normal School, Towson, Md.
- Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis, Md.
- Miss M. M. Robinson, Western Maryland College, Westminster.
- Mr. William J. Holloway, County Superintendent of Schools, Salisbury, Md.
- Mr. John E. Edwards, County Superintendent of Schools, Cumberland, Md.
- Mr. Nicholas Orem, County Superintendent of Schools, Easton.
- Mr. H. H. Murphy, State Normal School, Towson, Md.
- Miss M. W. Tarr, Secretary, State Normal School, Towson, Md.

At a meeting of the Board of Managers held June 30, 1916, the Auditing Committee reported that it had examined the accounts of the Treasurer for the period beginning June 30, 1915, and ending May 22, 1916, and found the same correct. The receipts, disbursements, and balances are as follows:

Receipts

June 30, 1915, balance on hand.....	\$842.24	
June 29, 1915 to May 22, 1916 .....	261.00	\$1103.24

Disbursements

June 30, 1915 to June 29, 1916 .....	\$ 164.00
May 22, 1916, balance on hand .....	\$ 939.24

JOHN E. EDWARDS,  
NICHOLAS OREM,

Auditing Committee.

Respectfully submitted,  
MARY H. TAYLOR, Secretary.

## SCHOOL COMMISSIONERS' AND COUNTY SUPERINTENDENTS' ASSOCIATION

---

### OFFICERS

President—A. TAYLOR SMITH, Allegany County  
 First Vice-President—A. J. PIETSCH, Baltimore City  
 Second Vice-President—MORRIS A. WALTON, Wicomico County  
 Secretary—BYRON J. GRIMES, Queen Annes County  
 Treasurer—GEORGE. W. JOY, St. Mary's County

---

### EXECUTIVE COMMITTEE

A. TAYLOR SMITH, Pres., *Ex-Officio*.  
 JOHN T. HERSHNER, Baltimore County  
 G. L. PALMER, Frederick County

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### RESOLUTIONS ADOPTED AT THE NOVEMBER MEETING, 1915

#### To the President and Members of the Association:

Your Committee on Resolutions begs to submit the following for your consideration:

WHEREAS, This annual gathering of school officials from all sections of the State should reflect in a broad sense, not only public school conditions as they exist, but also the necessity for meeting and controlling changes in administration and in instruction, therefore, be it

RESOLVED, That the public schools are to be congratulated upon the large attendance at this meeting and the unusually interesting character of the proceedings. And be it further

RESOLVED, That our thanks are hereby tendered to the State officials, through the State Normal School Building Commission, for providing this splendid property so well adapted to the purpose of a modern training school, with its administration building containing thirty-five recitation rooms, ample to care for all the State's teacher-training needs not otherwise provided for; and be it further

RESOLVED, That we confidently look forward to an early day when every vacancy in the teaching force of the State will be filled by a trained teacher.

RESOLVED, That this Association, in view of recent provisions for training high school teachers in our colleges—an arrangement which we believe will supply the needs of our secondary schools—go on record as stating its conviction that our State Normal Schools should mass their energies toward equipping teachers for the elementary schools, and more particularly for the rural schools.

WHEREAS, We believe that all children of school age should attend school somewhere so as to be taught the common school branches, and that the State is now ready for a rational school attendance law; be it

RESOLVED, That although we do not believe in extemporizing in so vital a matter as this, yet the Legislature should at least extend the provisions of the present law to include the six counties now exempted.

WHEREAS, We feel that our school instruction has not had sufficient regard for the spiritual side of the child, and

WHEREAS, We believe that our appreciation of music touches our soul life and adds to our happiness, be it

RESOLVED, That we recommend larger provision for the teaching of music in our schools—possibly by so enlarging our school districts that there would be at least two teachers in each building, at least one qualified to give instructions in public school music.

RESOLVED, That we realize that in most of the counties, our schools are still suffering for a lack of supervision of the grade work; and be it further

RESOLVED, That, in our judgment, no county employing as many as fifty teachers should attempt to administer its schools without at least one supervisor.

RESOLVED, That though we realize the greatest present need of our schools to be more money, yet we feel this not to be a fitting time to increase the State school tax; and be it further

RESOLVED, That we renew our activities in the direction of having the counties increase their several appropriations for school support; and be it further

RESOLVED, That as the most fruitful suggestions for school legislation now needed will probably be found in the report of the Maryland Educational Survey Commission, to be made to the Legislature of 1916, we urge upon all school people a careful study of that report.

(Signed):           Committee on Resolutions,  
Superintendent F. E. RATHBUN,  
Superintendent C. MILTON WRIGHT,  
Commissioner GORDON C. ATKINSON.

## NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

### OFFICERS FOR 1916-17

#### General Association

ROBERT J. ALEY	President	Orono, Me.
DURAND W. SPRINGER	Secretary	Ann Arbor, Mich.
THOMAS E. FINEGAN	Treasurer	Albany, N. Y.

#### Vice-Presidents

David B. Johnson, President Winthrop Normal and Industrial College .....	Rock Hill, S. C.
Mary C. C. Bradford, State Superintendent of Public Instruction .....	Denver, Colo.
Guy E. Cornelius, Superintendent of Schools.....	Winslow, Ariz.
Chas. J. Koch, Superintendent of Schools.....	Baltimore, Md.
J. A. Churchill, State Superintendent of Public Instruction.	Salem, Ore.
F. M. Longanecker, Superintendent of Schools ..	Parkersburg, W. Va.
Francis W. Wenner, Superintendent of Schools....	Bartlesville, Okla.
E. G. Gowans, State Superintendent of Public Instruction .....	Salt Lake City, Utah
Josephine Corliss Preston, State Superintendent of Public Instruction .....	Olympia, Wash.
Frances E. Harden, Teacher, Stewart School.....	Chicago, Ill.
Joseph L. Henderson, Professor of Secondary Education University of Texas .....	Austin, Texas
Payson Smith, State Commissioner of Education.....	Boston, Mass.

### RESOLUTIONS ADOPTED BY THE NATIONAL EDUCATION ASSOCIATION, JULY 7, 1916.

Resolved, That the National Education Association expresses its appreciation of the measures taken by the Committee of Arrangements to insure the success of this meeting. The large advance enrollment, the greatest in the history of the Association, the provision of satisfactory rooms for holding the various meetings of departments the organization of information for the visiting members, the courteous welcome and generous hospitality of officials, teachers and citizens of all classes, the reliable and informing reports of the public meetings appearing in the public press insure that the New York meeting of 1916 will be remembered as worthy of the metropolis of the nation and as setting a new standard for future meetings.

RESOLVED, That the President of this Association be authorized to name a committee of active members, of which committee the



President of the Association shall be a member, to request the President of the United States to appoint a commission to investigate and report upon the condition of the women on the farm and of the rural home of the United States.

RESOLVED, That the National Education Association endorses the co-operative movement for the promotion of citizenship education inaugurated by the Bureau of Naturalization of the Department of Labor.

RESOLVED, That the National Education Association urges upon the Congress of the United States the appropriation of fifty thousand dollars to be administered through the United States Bureau of Education for the purpose of disseminating information as to the methods, standards, and established practices in the education of immigrants, and in stimulating the extension of the necessary educational facilities looking to the Americanization of foreign-born or alien residents of this country.

RESOLVED, That the National Education Association again declares its belief in equal suffrage for men and women and urges upon its members the support of such measures as will hasten the consummation of this end.

RESOLVED, That the National Education Association calls the attention of the American people to the fact that teaching is a profession demanding for its successful practice a technical training that will put the teacher in possession of professional standards; that these professional standards can be maintained only by the employment of superintendents, supervisors, and teachers who have unquestioned professional qualifications for their work; that the members of the teaching profession can have and serve but one client, the public; that the public, therefore, owes a duty to itself, and the members of the profession to see to it that only professional considerations enter into the employment, retention and dismissal of teachers. The Association believes that the public can elevate and strengthen the professional status of teachers and thereby serve itself by securing legislation that shall embody the following provisions:

1. The powers and duties of superintendents of schools should receive definition by legislative enactment. Definite professional qualifications should be required of all appointees to office. The term of the superintendent of schools should not be less than three years; the power of nominating all teachers and members of the educational staff should be given the superintendent.

2. The tenure of office of teachers should, after a probationary period, be permanent. Removal should be possible only for inefficiency, immorality, or for gross neglect of duty. Salaries should be fixed so as to insure to teachers a standard of living in keeping with the professional demands made upon them. Retiring allowances or pensions should be provided either by state, or local action.

RESOLVED, That the National Education Association gives expression again to the consciousness that the school is an institution developed by society to conserve the well-being of humanity, and that on this solid foundation all subordinate aims and uses of the school should be made to rest. Assembled as it is in a time of world-wide disturbance, doubt, and uncertainty, and of consequent national concern, the Association affirms its unswerving adherence to the unchanging principles of justice between persons and between nations; it affirms its belief that the instruction in the school should tend to furnish the mind with the knowledge of the arts and sciences on which the prosperity of the nations rests and to incline the will of men and nations toward acts of peace; it declares its devotion to America and American ideals and recognizes the priority of the claims of our beloved country on our property, our minds, our hearts and our lives. It records its conviction that the true policy to be followed, both by the school and by the nation which it serves, is to keep the American public school free from sectarian interference, partisan politics, and disputed public policies, that it may remain unimpaired in its power to serve the whole people. While it recognizes that the community, or the state, may introduce such elements of military training into the schools as may seem wise and prudent, yet it believes that such training should be strictly educational in its aims and organization, and that military ends should not be permitted to pervert the educational purposes and practices of the school.

**MARYLAND STATE TEACHERS' ASSOCIATION****Abstract of the Proceedings.**

The Forty-ninth Annual Meeting of the Maryland State Teachers' Association was held at Ocean City, Maryland, June 27-30th, 1916. All sessions were held in the Ocean City State School Building.

**PROGRAM**

The program included addresses by the following: Hon. Jesse D. Price, member of Congress from the First District of Maryland; Dr. A. H. Krug, of the Baltimore City College; President Brubacher, of the State College for Teachers, Albany, N. Y.; Superintendent William J. Holloway, of Salisbury; Dr. Howard A. Kelly, of Baltimore; Dr. W. C. Blakey, Richmond, Virginia; Mrs. Edward F. Buchner, of Baltimore; Dr. George D. Strayer, of Teachers' College, Columbia University, New York; His Excellency, Emerson C. Harrington, Governor of Maryland; Mr. Stuart Bready, of Wilmington; Miss Mary Risteau, Towson, Maryland; Dr. Edward F. Buchner, Johns Hopkins University, Baltimore, Md.; Supt. E. W. McMaster, Pocomoke City; Dr. A. E. Winship, Editor of the Journal of Education, Boston, Mass.; Supt. A. R. Spaid, of Cambridge; Dr. R. Berryman, Baltimore; Supt. Albert S. Cook, of Towson; Dr. M. Bates Stephens, State Superintendent of Schools; Supt. G. L. Palmer, of Frederick; Miss Mary Logue, of Baltimore County, and Prof. S. S. Handy, of St. John's College, Annapolis. The list of those addressing the several departments will be found in the printed proceedings.

**OFFICERS AND EXECUTIVE COMMITTEE**

The officers were: William J. Holloway, Superintendent of Schools, Wicomico County, President.

E. F. Buchner, Johns Hopkins University, First Vice-President.

John E. Edwards, Cumberland, Second Vice-President.

Dr. R. Berryman, Baltimore, Treasurer.

Hugh W. Caldwell, Chesapeake City, Secretary.

The Executive Committee, in addition to the officers, included:

H. H. Murphy, of the State Normal School, Towson.

Superintendent G. Lloyd Palmer, of Frederick.

A. H. Krug, of Baltimore.

**Officers of Departments**

The officers of the departments were:

Secondary Education—Joseph Blair, Chairman, Sparrows Point, and N. Price Turner, Secretary, Salisbury.

Grammar Section—Anna M. Hyde, Chairman, Frostburg, and M. Rose Patterson, Secretary, Roland Park.

Elementary Education—M. Annie Grace, Chairman, Baltimore County, and Mary Weagley, Secretary, Westminster.

Agricultural Section—W. R. C. Connick, President, Baden; S. S. Stabler, Secretary, Frederick; and Earl C. Baity, Vice-President, Street.

### COMMITTEES

The President, in accordance with the provisions of the Constitution, appointed the following Committees:

#### COMMITTEE ON LEGISLATION FOR 1916-1917

1. Supt. Nicholas Orem .....Easton
2. Principal Chas. H. Kolb ..... Westminster
3. Commissioner Lewis W. Gunby .....Salisbury
4. Mrs. Laura P. Todd .....Roland Park
5. Miss Elsie Hichew .....State Normal School, Towson

#### COMMITTEE OF THREE ON EDUCATIONAL PROGRESS FOR 1916-1917

1. Principal Margaret B. Pfeiffer .....Ellicott City
2. Principal Samuel M. North ..... Reistertown
3. Supt. B. J. Grimes .....Centreville

#### COMMITTEE OF THREE ON AUDITING FOR 1916

1. Supt. E. S. Burroughs .....Upper Marlboro
2. Principal Townley Wolfe ..... Canton
3. Principal J. Frank McBee ..... Salisbury

#### COMMITTEE OF THREE ON RESOLUTIONS FOR 1916-1917

1. Supt. James M. Noble .....Cambridge
2. Principal Arthur C. Humphreys ..... Snow Hill
3. Dr. William Burdick, Director Public Athletic League, Baltimore

#### COMMITTEE OF THREE ON READING CIRCLE FOR 3 YEARS

1. John E. Edwards .....Port Deposit
2. Miss Mary H. Taylor .....State Normal School, Towson
3. Principal David E. Weglein.....Western High School, Baltimore

The Committee on Resolutions for 1915-1916 reported as follows:

1. The Association fully appreciates the splendid work of the Maryland Educational Survey Commission, both in its report and in the laws passed by the Legislature, embodying the suggestions in that report.

2. We pledge our hearty support to the State Board of Education and to the State Superintendent of Schools in their administration of these laws in the interest of the children of the State.

3. We desire to thank the speakers on the program, the officers and Executive Committee of the Association, who arranged the program, and all others who contributed toward the success of this, the 49th annual meeting of the Maryland State Teachers' Association.

(Signed) ALBERT S. COOK, Chairman.

## TREASURER'S REPORT

The report of the Treasurer, Dr. Rozell Berryman, shows that the Association's finances are in good condition, and that it has assets of nearly five hundred dollars, of which two hundred is cash deposited in the National Bank of Commerce.

## MEMBERSHIP

The membership for the 49th meeting was nearly eleven hundred—the largest number in the history of the Association.

## OFFICERS FOR 1916-1917.

President—Prof. S. S. Handy, St. John's College.....Annapolis  
 First Vice-President—Supt. William J. Holloway .....Salisbury  
 Second Vice-President—Sarah E. Richmond .....Towson  
 Treasurer—Dr. R. Berryman .....Station D., Baltimore  
 Secretary—Hugh W. Caldwell .....Chesapeake City, Md.

## EXECUTIVE COMMITTEE FOR 1916-1917

Prof. Sydney S. Handy; Supt. William J. Holloway; H. H. Murphy, Towson; A. H. Krug, of Baltimore City College; Supt. G. Lloyd Palmer, of Frederick.

## 1917 MEETING IN BALTIMORE

The Committee given below reported as follows:

Your committee, appointed in accordance with a Resolution adopted at the last meeting, to take under advisement the matter of holding the next annual meeting in Baltimore have, after due consideration, unanimously agreed upon the following recommendations:

1. That the annual meeting for the year 1917 be held in the City of Baltimore on Monday, Tuesday and Wednesday before Thanksgiving.

2. That the Executive Committee take all necessary steps to bring together all the educational forces of the state, public and private school teachers and officials, normal schools, Baltimore city schools of all grades, the Agricultural College and its adjuncts, the Johns Hopkins University with its school of technology, the other colleges, and all other institutions, whether public or private, doing educational work.

3. That all State organizations of whatever character now organized or hereafter to be formed be requested to affiliate with this

## STATE OF MARYLAND

Association and hold their annual meetings at the same time and place.

M. BATES STEPHENS, Chairman  
MARY G. LOGUE,  
ARTHUR C. HUMPHREYS,  
EDWARD F. WEBB,  
WOODLAND C. PHILLIPS,  
WILLIAM J. HOLLOWAY,  
ANDREW H. KRUG,  
SYDNEY S. HANDY,  
OSCAR B. COBLENTZ,  
CHARLES J. KOCH,

Committee.

After considerable discussion of this resolution it was finally adopted.

## Tentative Plan of Examinations for Elementary School Teachers' Certificates for Applicants Who Do Not Have Certificates Now In Force.

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The examination will be held once a year about the first week in June in at least one place in each county. The next examination will be on Thursday and Friday, June 7 and 8, 1917.

The examination will be conducted by the county superintendent or one of the assistants, under the direction of the State Superintendent. The questions will be prepared by the State Superintendent of Schools and will be uniform throughout the counties of the State. All certificates will be "State" certificates.

Each day of the examination will be divided into two sessions. The questions for each session will be sent separately in a sealed envelope and opened by the conductor of the examination, in the presence of the applicants at the beginning of the session.

Each applicant will be assigned a number which he will write instead of his name, on all his answer papers. At the close of the examination the answer papers will be forwarded to the office of the State Superintendent of Schools where they will be graded. The conductor of examinations will send the State Superintendent a list of the applicants with their numbers; but the readers of the papers will not know the names of the individuals whose papers they are grading.

All answer papers must be written in ink, on one side of the paper only. Answers should be numbered in the middle of the page to correspond with the questions. The questions should not be copied on the answer papers.

Examination answer papers will NOT be returned. They will be kept on file for six months in the office of the State Superintendent of Schools, where they may be seen upon request. At the expiration of six months, the papers will be destroyed.

Every applicant should use his full name when filling out information and application blanks, and in all correspondence with the State Superintendent about the certificate. The conductor of the examination (the county superintendent or one of his assistants) must identify all applicants.

There are no fees. The examinations are free; there is no charge either for a certificate or for its renewal.

First grade elementary school certificates will be granted without examination to graduates of standard normal schools and to persons of equivalent academic and professional preparation. In making application for a certificate without examination, a certified statement of graduation or work done by the applicant must be sent by the head or registrar of the school in which the work was done. The applicant is expected to request the school to send such certified statement to the State Superintendent of Schools.



Do NOT send diplomas or general letters of recommendation to the State Superintendent. Do NOT ask anyone to write the State Superintendent about you. The application blank calls for a list of references; and when necessary your record will be investigated.

First grade elementary school certificates will be issued to mature teachers who have had less than a full normal school course, provided they pass an examination of equivalent standard. An applicant for a first grade certificate by examination must be a successful teacher and must hold a second grade certificate or its equivalent. In the same way, second grade certificates will be issued to mature teachers who have had less academic training than a standard high school course, provided they pass an examination of equivalent standard; but such applicants must first hold third grade certificates.

In cases of emergency, the State Superintendent will authorize the county superintendent to issue provisional certificates of the various kinds and grades to teachers who, for good and sufficient reasons could not take the last examination, provided that there are no teachers with regular certificates available and that it is necessary to have additional teachers to keep the schools open. Provisional certificates are good only until the next regular examination, when the holders are expected to take the examinations. When provisional certificates are issued to applicants who failed in the regular examination, those highest on the list shall be taken first.

These regulations apply both to white and colored teachers. The examinations for colored teachers will be held at the same time, with the same questions, and the answer papers will be handled in the same manner as are those of the white teachers.

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### **Plan of Exchange Certificates to be Issued in Lieu of Limited Certificates That Have Not Expired.**

Printed forms are now ready on which the county superintendents will report in detail the professional and academic preparation and the teaching record of all teachers now regularly employed. The form will be filled in part by the individual teacher, and in part by the county superintendent. It is the intention of the State Superintendent to issue new State certificates without examination to most teachers now holding limited certificates. The new certificates will run for such length of time as the old certificates were to run, except that no new certificate can be made for longer term than is provided in the law. (See outlines on following pages). Any certificate heretofore issued remains valid for the grade of work for which it was issued and for the number of years for which it was to run, but no certificate issued under the old law is valid for county superintendent, assistant superintendent, supervisor, high school principal, or elementary school principal in elementary schools having three or more teachers including the principal, except in cases of persons holding these particular positions when the new law went into effect.



Since the minimum salary schedule in the new law uses "first," "second," and "third" grade certificates as defined in section 55 (see following outline), some confusion arises because many teachers cannot tell what "grade" under the new gradation their certificates are equivalent. It is hoped that the confusion can be avoided by issuing exchange certificates as outlined above. The new certificates issued in lieu of county certificates will have other advantages. They will be good in any of the counties of the State, and will be subject to the renewal privileges provided in the new law; while the limited certificates heretofore issued are valid only in the county where issued and are no longer renewable.

It will be seen that the old "life" certificates are not affected by this plan. The exchange is to be made only for limited certificates; that is, certificates which have a limited time to run before they expire. But no certificates issued by county superintendents are life certificates; they have all been certificates "limited" to run a definite term. Any teacher holding a "life" certificate under the old law may exchange it for one of equivalent grade under the new law if he wishes to have the new certificate. The county superintendent understands these plans and regulations, and the teacher is requested, before writing the State Superintendent, to seek information first upon any points of doubt from the county superintendent.

**KINDS OF CERTIFICATES****And the Qualifications Required for Each.**

1. A Certificate in Administration and Supervision, valid for three years, renewable on evidence of successful experience and professional spirit, required of county superintendents. Qualifications:
  - a. Completion of a standard college course or the equivalent in scholastic preparation.
  - b. One year of graduate work in education at a recognized university, including school administration, supervision, and method of teaching, or the equivalent.
  - c. Two years of successful teaching experience.
2. A certificate in Elementary School Supervision, valid for three years, renewable on evidence of successful experience, required of supervisors and assistant county superintendents. Qualifications:
  - a. Graduation from a two-year standard normal school, or the equivalent.
  - b. In addition to "a," two full years of work at a standard college (or the equivalent) not less than one-half in academic branches related to the elementary schools and the other half in advanced elementary school methods and supervision.
  - c. In lieu of "a" and "b" may be substituted graduation from a standard college either including or with the addition of one full year of work in education including elementary school methods and supervision.
  - d. Four years of successful teaching experience in elementary schools.
3. A Certificate in Supervision (Special), valid for three years, renewable on evidence of successful experience and professional spirit, required of special supervisors in physical training, music, fine and applied arts, domestic art and science, manual or industrial training or agriculture. Qualifications:
  - a. Completion of a standard high school course or the equivalent.
  - b. In addition to "a," four years work of college grade (or equivalent), approximately one-half in the special branch or branches in which the certificate is issued, and including not less than three hundred recitation hours in the theory of education and the art of teaching and supervising the subject or subjects in which the certificate is issued.
  - c. Four years of successful teaching experience including two in the special subject or subjects in which the certificate is issued.

4. **High School Principal's** certificate, valid for three years, renewable on evidence of successful experience and professional spirit, required of principals of all State-aided high schools and schools rated as high schools by the State Superintendent of Schools. Qualifications:
  - a. Completion of a standard college course.
  - b. In addition to "a," one full year of graduate work at a standard university (or the equivalent), approximately one-third of which was in advanced study related to high school branches and approximately two-thirds in education, including high school methods, supervision and administration.
  - c. Two years of successful teaching experience for principals of schools of the first group. No teaching experience is required of principals of schools of the second group.
5. **High School Teacher's** certificates in the regular academic studies, valid for three years, renewable on evidence of successful experience and professional spirit, required of teachers in all State-aided high schools and in all rated as high schools by the State Superintendent of Schools. Qualifications:
  - a. Completion of a standard college course (or the equivalent), including two years of continuous study of two high school branches in which the certificate is issued.
  - b. As part of "a," or in addition, two hundred hours of education, including the aims of secondary education, and the methods, observation and practice teaching of high school studies.
6. **High School Teacher's** certificates in **Special Branches**, valid for three years, renewable on evidence of successful experience and professional spirit. (Not issued before 1919). Qualifications:
  - a. Completion of a standard four year high school course or the equivalent.
  - b. Two years of additional work of a college grade, approximately one-third of which was in general academic subjects and approximately two-thirds in the special branch or branches for which the certificate is issued.
  - c. Included in "b," or in addition, two hundred recitation hours in the theory of education and in the art of teaching the specialty.
7. **Elementary School Principal's** certificate, valid for three years, renewable on evidence of successful experience and professional spirit, required of the principals in all elementary schools having three or more teachers including the principal. Qualifications:
  - a. Completion of a standard four years' high school course, or the equivalent.

- b. In addition to "a," two years of work in a standard normal school, or the equivalent, and a full half year of work at a recognized college in elementary school methods, supervision and administration.
    - c. Three years of successful teaching experience.
  8. **Elementary School Teacher's certificate of the First Grade**, valid for three years in elementary schools, renewable on evidence of successful experience and professional spirit. Qualifications:
    - a. Completion of a standard four year high school course or the equivalent.
    - b. In addition to "a," two years of work in a standard normal school. May also be obtained by passing examination of equivalent standard.
  9. **Elementary School Teacher's certificate of the Second Grade**, valid for two years in elementary schools, renewable on evidence of successful experience and professional spirit and the completion of at least six weeks additional preparation in a standard institution. The second and succeeding renewals are for three years. Qualifications:
    - a. Completion of a standard four year high school course or the equivalent.
    - b. At least six weeks of professional preparation in a standard normal school or college.
    - c. Examination\* in Reading, Spelling, Penmanship, Arithmetic, oral and written English, Geography, History of the United States and Maryland, Community Civics, Hygiene and Sanitation, Music, Drawing, Handwork, Elementary Agriculture, and the theory and practice of teaching.
    - d. Applicant must be eighteen years of age. This certificate is not issued to the same person a second time on examination.
  - 10 **Elementary School Teacher's certificates of the Third Grade**, valid for two years in the elementary schools, issued to persons having had less than a standard high school course. This certificate may be renewed on presentation of evidence of successful experience and completion of not less than six weeks of additional preparation in a standard institution. The first renewal is for one year and each renewal thereafter is for three years. Qualifications:
    - a. At least six weeks of professional preparation in a standard institution.
    - b. Examination\* in Reading, Spelling, Penmanship, Arithmetic, oral and written English, Geography, History of the United States and Maryland, Community Civics, Hygiene and Sanitation, Elementary Agriculture, and the theory and practice of teaching.

- c. Applicant must be eighteen years of age. This certificate is not issued to the same person a second time on examination.
11. **Provisional certificates of the different kinds and grades may be issued in cases of emergency by the county superintendents with the approval in each case of the State Superintendent of Schools. A provisional certificate is valid only until the next regular examination and is not renewable except by special permission in writing from the State Superintendent of schools.**

\*The mastery of the subject as represented by any standard elementary school text-book should be sufficient to pass the examination in the different subjects.

The questions on the Theory and Practice of Teaching will be covered by such a book as Colgrove's "The Teacher and the School," published by Charles Scribner's Sons, New York City. To review the subject of Elementary Agriculture the applicant should read such a manual as "Elementary Vocational Agriculture For Maryland Schools," published by the Maryland State College of Agriculture, College Park, Md., and some text like Davis' "Productive Farming," published by the J. B. Lippincott Company, Philadelphia. An idea of the nature of the examination in Handwork may be obtained by reading such a book as Dobb's "Primary Handwork," published by the MacMillan Company.

**BY - LAWS**

Passed by the State Board of Education, August 30th, 1916.  
 Supplementing the Compulsory School Attendance Law of 1916  
 (Section 162).

**LAWFUL ABSENCE**

Absence shall be considered lawful only under the following conditions:

1. Death in the immediate family.
2. Illness of child.  
 The principal shall require a physician's certificate from the parent or guardian of a child reported continuously absent for illness.
3. Quarantine.  
 Quarantine shall be understood to mean isolation by order of the local or of the State Board of Health, and a physician's certificate certifying the time of absence required by the quarantine shall be secured by the principal.
4. Court summons.
5. Incapacity. (Physical).  
 "Physical Incapacity" shall be interpreted as meaning such a state of ill-health or physical defect as shall render the instruction of the child impracticable in any other than a special class or school; and the attendance officer may require of the parent a certificate to this effect, signed by a reputable physician.
6. Incapacity. (Mental).  
 "Mental Incapacity" shall be interpreted to mean feeble-mindedness or such nervous disorders as make it either impossible for such a child to profit by the instruction given in the school, or impractical for the teacher properly to instruct the normal pupils of the school; and the attendance officer may require of the parent a certificate to this effect, signed by a reputable physician.
7. Violent Storms.  
 "Violent Storms" shall be interpreted to mean only such conditions of the weather as would endanger the health or safety of the child when in transit to and from school.

**DEFINITION OF TERMS**

- (1). "Being thirteen years of age, or fourteen years of age" shall be construed to mean from the thirteenth to the fifteenth birthdays.
- (2) "Being fifteen years of age, or sixteen years of age" shall be construed to mean from the fifteenth to the seventeenth birthdays.

- (2) "Elementary School" shall be construed to mean the elementary school course of seven grades, as set forth in the State Course of Study.

M. BATES STEPHENS,  
State Superintendent of Schools.

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### Circular Letters on Compulsory Attendance.

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September 20, 1916

TO THE COUNTY SUPERINTENDENT:

1. I am sending you herewith some by-laws adopted by the State Board of Education to supplement the Compulsory Attendance Law.
2. I am sending, also, two sample report forms to be used by the teacher or principal in reporting delinquent pupils to the attendance officer. The monthly report of delinquent pupils furnishes the names of pupils absent three or more days and such other information about them as will assist the attendance officer in his work. The other form is to be used for reporting urgent cases and such cases as require more immediate attention, and should be sent to the attendance officer as occasion demands. These two forms are prescribed by the authority of the State Board of Education, under Chapter 3, Sec. 13 of the School Law. They may be modified or expanded to include any additional information desired; but the form finally adopted by any county should include, at least, the information called for on these forms. Reports to this office that may be called for later, can be compiled from the reports on these forms, if they are kept on file.

The report forms are offered as samples. After making such modifications as you may deem necessary, you should have them duplicated in sufficient quantity to supply each school in the county. I do not expect the forms to be entirely satisfactory. In drafting them the best available experience has been drawn upon, but I am hoping that I may have suggestions for further improving them by another year.

3. Recently I had a conference with Chairman Fox of the Bureau of Labor and Statistics in regard to the apparent conflict between the Child Labor Law and the Compulsory Attendance Law. The Bureau of Labor and Statistics has heretofore been authorized to issue employment certificates to fourteen and fifteen year old children who had completed the fifth grade. The Compulsory Attendance Law does not interfere with the Bureau's authority to issue such employment certificates, but it adds the requirement that fourteen year old children attend school at least one hundred days each year beginning not later than November 1st,

and that the fifteen year old children do likewise unless they have completed the elementary school course.

To avoid misunderstandings with the employers of child labor, Mr. Fox plans to stamp the employment certificates of every fourteen year old child, residing in or working in the counties, and the certificate of such child fifteen years old who has not completed the elementary school course, with the statement that the child holding the certificate is required by Section 162 of the school code to attend school one hundred days, beginning not later than November 1st.

No employment certificate heretofore issued to a fourteen year old child, residing in or working in the counties, excuses him from the one hundred days' attendance. An employment certificate already issued to a fifteen year old child residing in or working in the counties does not excuse him from the one hundred day's attendance unless the child has completed the elementary school course.

- 4. The Bureau of Labor and Statistics does not deal with either thirteen year old or sixteen year old children. Note that the law requires thirteen and fourteen year old children who are not lawfully employed to attend school all the year and that it requires fifteen and sixteen year old children who are not lawfully employed to attend the full year if they have not completed the elementary school course. Note that employment certificates are not issued to thirteen year old children and that sixteen year old children do not require employment certificates to be lawfully employed.
- 5. Extreme care should be exercised in enforcing the provisions of the Compulsory Attendance Law. Although it will be necessary in some cases to prosecute, the attendance officer's best service will not be rendered by force. Prosecution should be the very last resort, and when used, should be applied first in the cases of the most flagrant offenders. Before prosecuting, the attendance officer should be very sure that he has sufficient evidence to make a good case.
- 6. One County Superintendent reports good results from having the principal send notices similar to the following to the parents of the delinquent children when it is impossible for the teacher to have a personal interview with those parents:

Your child has been absent from school.....  
 days without lawful excuse. Is there any good  
 reason why ...he should not be reported to  
 the Attendance Officer?

.....  
 Principal.



7. I am sending an extra copy of this letter in order that you may furnish your attendance officer a copy.

Yours very truly,  
M. BATES STEPHENS,  
State Superintendent.

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October 24, 1916.

To the County Superintendent:

Further study of the Compulsory School Attendance Law (Section 162) seems to warrant the following opinion which is given in answer to questions raised by one of the Attendance Officers. This interpretation is made under the authority of Section 19, Chapter 3A, of the school law.

1. The true intent and meaning of the Law (Section 162) does not make school attendance compulsory above the elementary school.
2. It is not the intention of the law (Section 162) to be retroactive and apply to children who were granted employment certificates prior to June 1, 1916; provided such children are now regularly and lawfully employed.

I am sending an extra copy of this letter for the information of your Attendance Officer.

Very truly yours,  
M. BATES STEPHENS,  
State Superintendent

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## THE SOCIAL NATURE OF THE ATTENDANCE PROBLEM

By Mr. George L. Jones.

The School Attendance Officer is a supervisor of school attendance of children between the ages of seven and seventeen years. Effective supervision of school attendance brings the whole system to a consideration of the underlying causes of absenteeism, truancy and delinquency. It will be found in most cases of absenteeism or irregular attendance that the cause is part of a family problem. In such cases, School Attendance Officers will be expected, directly or indirectly, to formulate a plan for the family which will secure for the children involved the education provided by the State.

The School Attendance Officer will therefore deal with families in which there exists real or imaginary poverty. Children will be reported to be without proper food or comfortable clothing. The permanent solution of such problems is not merely the giving of relief either in money, clothing or food, but rather in a knowledge of the family, to be gained by careful study and the final adoption of a plan to be worked out by the officer himself, or by some social agency, which will, at least, put the family in the way of complete rehabilitation. This accomplished, there is no reason why the children should be out of school.

Sickness, while one of the more common causes of poverty, even apart from actual poverty, will be encountered as a cause of absenteeism, truancy and delinquency. This too, is a family problem. With the meagre medical facilities in the counties, it presents great difficulties for Attendance Officers. It is well that School Attendance Officers should know that they will have the hearty co-operation of the social agencies including the medical services of the hospitals in Baltimore City. If it is a father, mother or child who needs expert diagnosis and treatment, most of the charitable and relief agencies may be communicated with, with the assurance that the officers will receive prompt assistance.

Mental disorders, including insanity, feeble mindedness, etc., will doubtless be found to be a contributing cause of poor school attendance. If the School Attendance Officer does not know the resources of the State in caring for the several classes of mental defectives, he should at once get into communication with the social agencies thoroughly conversant with the methods employed in caring for these unfortunate members of society. It is highly important that these officers should become acquainted with the State and county charities, correctional institutions, and with Juvenile Courts, where they are in existence.

The Attendance Officer should always bear in mind that his is the delicate task of treating family problems responsible for denying to children the opportunities of a public school education. While the officer is clothed with authority to enforce law, the mere forcing of children into school is not only a very disagreeable occupation, but experience has proven that where this is done without first trying to eliminate the cause, the solution is at most only temporary. A tactful, earnest person will find persuasion the easier and better method. Parents realize, as a rule, that their children ought to go to school and see to it that they do go, unless there is some reason, at least to them, for their absence. Parents have difficulties to overcome at home, and are often unequal to these difficulties. It is probably the most important work that a School Attendance Officer has to do to sympathetically and wisely aid inexperienced, ignorant and unfortunate parents in overcoming these difficulties.

There are, of course, those flagrant cases in which there remains nothing for the School Attendance Officer to do but enforce the law after the method provided in the Act.

**SPORTS FOR COUNTRY BOYS AND GIRLS****Maryland Leads Other States in Teaching Her  
Children How to Play.**

By Waldo Adler

(Abridged from *The Country Gentleman* of Aug. 26, 1916).

THIS IS THE STORY of the Public Athletic League and a whole State full of boys and girls.

The League noticed that the cows and the chickens did not seem to satisfy the youngsters—there were no movies, no dancing, hardly ever a party, no games—it was too slow, and the older boys and girls were leaving for the city in droves.

Take the case of Towson, a town, only eight miles by rail from the largest city in the State. The League found that the boys and girls in the grammar and high schools had no games to play—they knew none. The youngsters wanted games, of course, just like all other healthy boys and girls for whom games are the lightning rods that carry the mischief out over the muscle route.

There was a level field near the grammar and high schools to begin with—so two men began. A young man—nineteen years of age, but a man—whom one of them had trained for five years, was sent out to Towson. He taught the boys how to play soccer football.

The boys at Towson liked soccer football under a good play leader so well that pretty soon, instead of two teams at the high school, there was a league of teams, and below the big league came the "minors"—the grammar school boys. Not long after soccer football had made such a hit, a running track was laid out round the field for meets; and they're now playing baseball.

One day last spring I went through one of the poorest counties in the State with one of the League force. He had been invited to talk to the teachers and children of the high school and grammar school in a town of 4000—a fine town, more than 250 years old—which provides nothing to keep its boys and girls out of mischief after school.

**Test For Boys and Girls**

The boys and girls of the grammar and high schools marched in, were seated, and stopped buzzing. The invited speaker stepped to the platform, carrying a brand new leather inflated ball. It was blown up tight and was perfectly round—a beautiful light tan leather, finished so smooth that it fairly shone, as did the eyes of the children observing it.

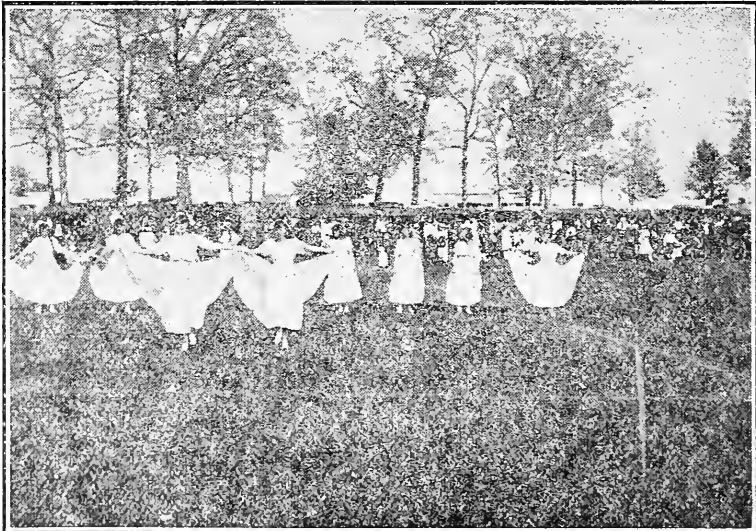
The man began to talk easily, as if he were talking to a few friends, but he said never a word about that ball. He would swing it

a little, holding it by the lace, then he would grasp it, perhaps by the mouth where the lacings were, then rest it on the table by his side, but never a word said he about the ball. Gradually the children grew less anxious about it—this man carried a ball around with him, evidently, as other men may carry canes.

What he was saying was news, too. They all liked a good time, he thought, and he had come to show them how to have one. No platform speaker had ever startled them so. This man did not talk down to them the least bit—children learn by experience to expect that from almost all grown-ups, especially on the platform, and hate it.

Next he was telling them what he and his friends had learned about the children of the State by a doctor's examining all the boys last year before letting them run races. They found that most of them—eighty in every hundred—had so many teeth decayed—three or more—as to lower their digestion and general health; that twenty-six out of every hundred had some really serious trouble, like diseased tonsils, heart disease or rupture, without knowing anything about it. Then he told about the health and strength tests for boys and girls.

"I have been told," said he, as he explained the girls' test for strength—hanging by the arms from a horizontal bar and raising the legs until they reached a right angle with the trunk—"I have been told that if you have one hip higher than the other, and do not correct it by exercises like this, when you grow up dresses do not fit so well."



Girls Dancing at Rockville, Montgomery County, May 5, 1916

There are two more tests for girls. One is to mount a two-by-four joist, twelve feet long, walk to the middle on edge, turn and go back, then walk the length, turn and go back to the middle. Try it sometime. Another test is to throw a basket ball, held straight over the head, a distance of not less than twenty-five feet. The girl who can do these three things is given a bronze badge to wear.

A boy is given a bronze button to wear as soon as he can run sixty yards in nine seconds, broad jump 5 feet 9 inches, and chin himself four times.

But what about those children who are neither keen nor strong enough—those who, do not pass or do not even try the tests? To improve this situation a way has been found that people in other states might hear of with interest. The League keeps close tabs on the number of boys and girls passing the tests in every county. At the end of the year they make up the roll of honor of the counties of the State—with that county at the head that has the greatest number of boys and girls passing, and the county at the bottom with the smallest number of button and badge wearers. Good care is taken that the roll of honor is posted where it will do the most good. No one wants his county to be at or near the bottom.

At the end of the guest's address came a real surprise—not so much for the children as for us: "How many know what a hop, step, and jump is?" he asked. There were about 500 children there—just one knew.

"How many know what a broad jump is?" Not a solitary one knew. And only three had ever heard of a relay race. He told them all about the ways of having a good time and promised that he would get their teachers to give them their heart's content of them all.

"I have brought down with me this ball," a hush fell, "and if the boys would like it I can show them how to play a game that is new to you—dodge ball."

The kids streamed after him as they must have followed the Pied Piper of Hamelin. There is a big field in the school yard there and it took only a minute to mark a forty foot circle on the ground with a stick and put ten boys inside the circle and ten boys on the circle around them. Then the game began.

"You boys on the outside try to hit the fellows on the inside with this ball. You fellows on the outside dodge the ball as it comes at you. After three minutes I'll count how many are left of the ins. Then the ins change and take the outside, and the outs come in. The team which puts the most men out in three minutes wins the game."

They were off. Only about half knew how to throw the ball and the other half didn't know how to stop it. The whole school, boys, girls, and the teachers, stood around them in a big crescent to watch. One fellow, about sixteen, was having a glorious party knocking 'em down all over the circle.

"That's the first time I ever saw Sam trying to do what the others were doing," remarked a teacher who stood near us. By that time the watchers, too, saw the points of the game and were laughing the cheering and were anxious for their turn to try it.

All over the State The League has been starting competitive athletics. There is Howard county, in the whole of which, so they say, there is not enough level ground to have more than one athletic field. One of the leaders went up there in an automobile and put the pet idea he carries around with him into the mind of the county superintendent of schools. That man jumped at the chance to make the kids hate school less than they naturally do, and together they rode over the county, gathering groups from the schools at a central point. There they were taught to run and jump just exactly as champion athletes run and jump in college.

May 12th that county held a meet and boys came to it and competed against one another in championships.

Out of 5000 and more boys who took part in the county meets all over the State in May and June, 423 winners came down to the city and took part in the State meeting held there in June. By that time the different counties thought well enough of the idea to pay the entire expenses of all their winners' trips to the city and back.

Maryland—that is the state where play for children in the country has been organized to this extent—has marched far ahead of all other states by this work. The schools have been the means and the

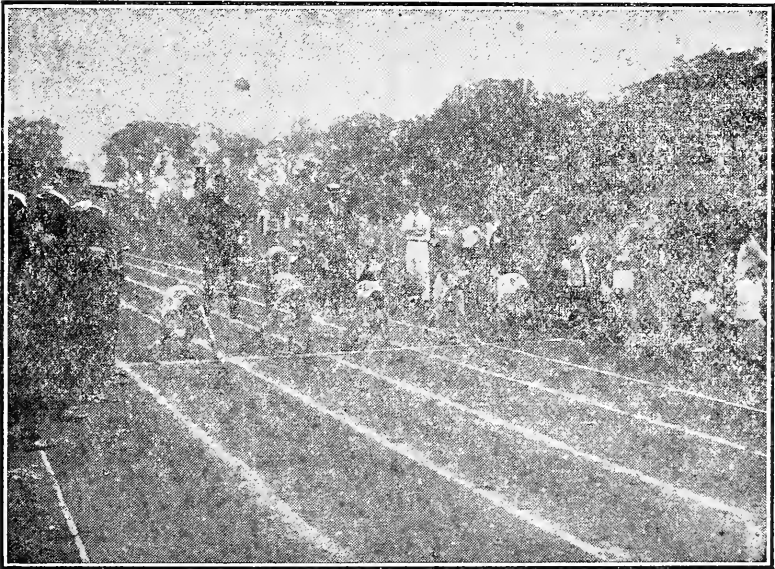


Race at Easton, Talbot County, May 13, 1916

Public Athletic League of Baltimore the instrument by which this organization of a state has been accomplished in the short space of a year.

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Thus the Country Gentleman told the story of the first year's activities in the schools of Maryland. It should have also told of the origin of the plan in the mind of William Milnes Maloy, then State Senator, who secured the appropriation from the Legislature; it could have mentioned how he and Theodore E. Straus linked the Public Athletic League with the project; how the County Superintendents planned the events and harmonized all with the school curriculum; and how Dr. Wm. Burdick, Director of the Public Athletic League, of Maryland, with trained professional insight and keen appreciation of boy and girl nature, co-operated with the State Superintendent and the county school authorities as to give athletics what promises to be a permanent place in Maryland's educational scheme.



Start of Junior 95 Lb. Class—440 Yard Relay at State Olympiad  
Homewood, Baltimore, June, 1916

**OUR HIGH SCHOOLS—Retrospect and Prospect.**

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Both in Maryland and elsewhere, a great deal has been said and written in the past few months about the inviting future opened to our schools under the provisions of the new law; and even now, representative professional opinion can hardly be said to have realized fully that a measure so much more nearly ideal, as a whole, than even the most progressive states have been able to write into their statutes, is an accomplished fact in Maryland, and is now governing the administration of the schools of the State. In every gathering of school people outside of the State, our Maryland law is a prime topic of discussion; and its significance—not only to us, but to the country at large, as well—is to some extent indicated by the nature of the professional comment it has elicited, which is a blend of frank admiration, wistful inquiry, perfectly proper professional envy, and hearty good wishes. Maryland is on the school map in colors both conspicuous and attractive; but—and let there be no mistake about this—we must all work, and work together, to fix them indelibly, and thereby to make for the steady improvement of our school practice and the consequent social, political, and economic progress of the people of the State. And if, as so many of us believe, the paramount function of the high school is the discovery and development of leaders, the high school teacher is, perhaps, more immediately concerned regarding the success of the new law than is the grade teacher; for the high school must stand or fall by the performance of its graduates and by their fitness and ability to make for themselves places in the community life.

Maryland has no occasion to apologize for her high schools. Generous provision for them has been made from the beginning through a carefully planned scheme of State-aid designed to stimulate local initiative and support; and, in the main, our communities have responded well. Our teachers are, as a body, working in a professional spirit; our course of study, while not perfect—and no growing organism is perfect—is a fair exhibit of what school people believe an American high school ought to be doing at this time; and our organization is, almost everywhere, both flexible and suitable. But the world is moving rapidly; each year brings new ideals of social betterment, offers new opportunities for adequately trained young people, and lays new and heavy obligations upon the high school and its faculty. These large facts were in the minds of the framers of the new law; and it is at these points that, for some years, our efforts to render our work more efficient must be applied. In short, our large task is not to revolutionize our high schools; it is, on the contrary, by constant study of educational and social movements and by consequent intelligent action, to transform the schools into larger, more influential, and more useful institutions.



The elementary school lays the foundations of a useful life by imparting the information and fixing the habits that every child in a democracy must have in order not to clog the wheels of social progress; but it is reserved for the high school to act as a selector and trainer of those who must lead the great majority that has not had secondary advantages. Now the curriculum of the elementary school is measurably fixed, because we have been working at it for several decades; its teachers are, in the main, appreciably more skillful than are those of the high school, because both their subject-matter and their method have been longer under discussion; and the administration of elementary education is more nearly constant, because of a longer period of trial and experiment. Moreover, elementary education tends, except in a very few particulars, to be the same in every American community, because it is the body of knowledge and skill that must be common to all persons; secondary education, on the contrary, tends to progressively greater variation and differentiation, owing to the fact that in many localities a given student must, upon graduating from the high school, be in possession of a skill that will be immediately remunerative, whereas his class-mate must possess a body of examinable knowledge that will admit him to college.

It therefore behooves high school people of every rank to live thoughtfully with their problem, for the high school is yet in the making; neither its methodology, nor its organization, nor its curriculum, nor its administration is fixed; the whole institution is in a state of flux. We can, at this time, make perhaps only two unquestionable statements regarding secondary education: It is growing rapidly in several directions at the same time, and is, therefore, an extremely complex object of study; and since the people have so unmistakably put the seal of their approval upon it by the large amounts of money they are spending for its support, they are going to demand results, and get them. The high school is going to land somewhere; and unless we, as teachers and educators, are willing merely to follow it about, we must bestir ourselves to show the public that we are quite broad enough and professional enough to know just where it ought to come to rest, and to see that it does alight where we have decided.

It would seem, furthermore, that our first professional task under the new law ought to concern ourselves as teachers. The teacher is no less the school in the secondary field than in the elementary—indeed, it is doubtful whether the success of the high school is **not** more immediately dependent upon the personality of the teacher than is the case in the grades. Elsewhere in this Year Book will be found a full treatment of the requirements for certification; and it is the hope of this Department that a very few years will see, in our high schools, no teacher whose certificate has not been renewed for the maximum (three year) period. Opportunities so to qualify are not wanting; while the law does not specifically mention attendance

upon summer schools, it strongly points to this criterion of "professional spirit." "Successful experience" is a matter more easy of determination. Scholarship of high quality will figure in it, and the successful teacher will be found, with fine zeal, constantly striving to broaden and deepen her knowledge of her special subjects, not for the mere possession of the knowledge itself, but in order the better to use it as an added resource in teaching boys and girls. Such a teacher is not primarily teaching English, or history, or geometry; she is teaching the boys and girls through these several subject-matters. She believes that the great object of the high school is to make men and women who shall lead in their several communities; and, if in addition to evoking qualities of manhood and womanhood and leadership, she can make excellent or first-class English scholars, historical scholars, or mathematical scholars, so much the better. She knows that most of what they are taught will drop away from them soon after graduation, unless they have occasion to use it, and consequently keeps her instruction as close as possible to the present world.

Among other evidences of professional spirit are a fine sense of co-operative values; a willingness to think over and work at problems involving, not only one's own department, but the entire school; and a knowledge of the latest developments in educational progress, for the professional teacher is a careful reader of professional books and periodicals. In a word, the high school teacher's attitude towards her work—cheerful or pessimistic, vital or listless, selfish or altruistic, petty or large, self-seeking or co-operative—is, after all, the index of professional spirit; and it is the conduct motivated by her attitude that is the outward and visible form of the inward professional grace—or of its absence. If any teacher thinks that these qualities can be kept in good working evidence by plying the text book year after year, or by treating the job of high school teaching as light and agreeable employment and working at it just enough to prevent *ennui*, or by bemoaning the fact that times have changed and that boys and girls "are not like they used to be," or by trying to put across the methods of twenty years ago coupled with the class management and teaching devices of the primary school, then that teacher is seriously advised to take stock of himself or herself, and get very busy on "professional spirit and successful experience."

The new law finds us with a fairly workable course of study, discussions concerning which, however, are more numerous and more interesting than are any others at our high school teachers' meetings. This is, indeed, a most favorable condition; it shows clearly that we are thinking hard about this vital point of our work—that we are sensitive to the progress of the great world, and that we want our boys and girls equipped to fall right into step upon graduation. During this academic year, this Department hopes to present to the

high school teachers of the State for criticism, a first draft of a revision of the present State Course of Study; and, if possible, to get the revision finished and authorized for use at the opening at the schools in September, 1918. It is hoped that, when the draft is sent out, every teacher in the service will feel it a professional duty to forward some note of favorable or adverse criticism, as the Department wishes to make the new Course of Study as broadly representative as may be of the professional opinion of the State.

From the standpoint of organization and administration, the changes most needed, other than those which the law automatically takes care of, are included in the following suggestive, but not exhaustive, summary of good present day practice. Principals are urged to bring these points before their faculty meetings for evaluation, remembering, of course, that though some of them may be counsels of perfection, they are not, for that very reason, less worth striving towards.

1. Except in unusual cases, no course of study should demand more than twenty prepared recitations per week.

2. At least one period a week in each subject should be a recitation study (supervised study) period with the teacher of the subject. (See Hall-Quest: "Supervised Study in the High School." Macmillan, 1916. This book is on the State Teachers' Reading Circle List for 1916-1917.)

3. Pupils ought not to be permitted to begin more than one foreign language in the same year.

4. In small schools, combination of classes and alternation of subjects by years are feasible when one year's work is not too closely dependent upon that of another—e. g., by a combination of first and second year classes, algebra and geometry may be given only in alternate years; and by combining a small third and a small fourth year, physics and chemistry may be similarly managed.

5. In assigning subjects, and in fixing the number of recitation periods in the several subjects, due regard should be had for the extra-class and extra-school work devolving upon the teachers. Teachers of English have many written themes to correct each week, and teachers of laboratory science must spend much time in preparation of material and adjustment of apparatus.

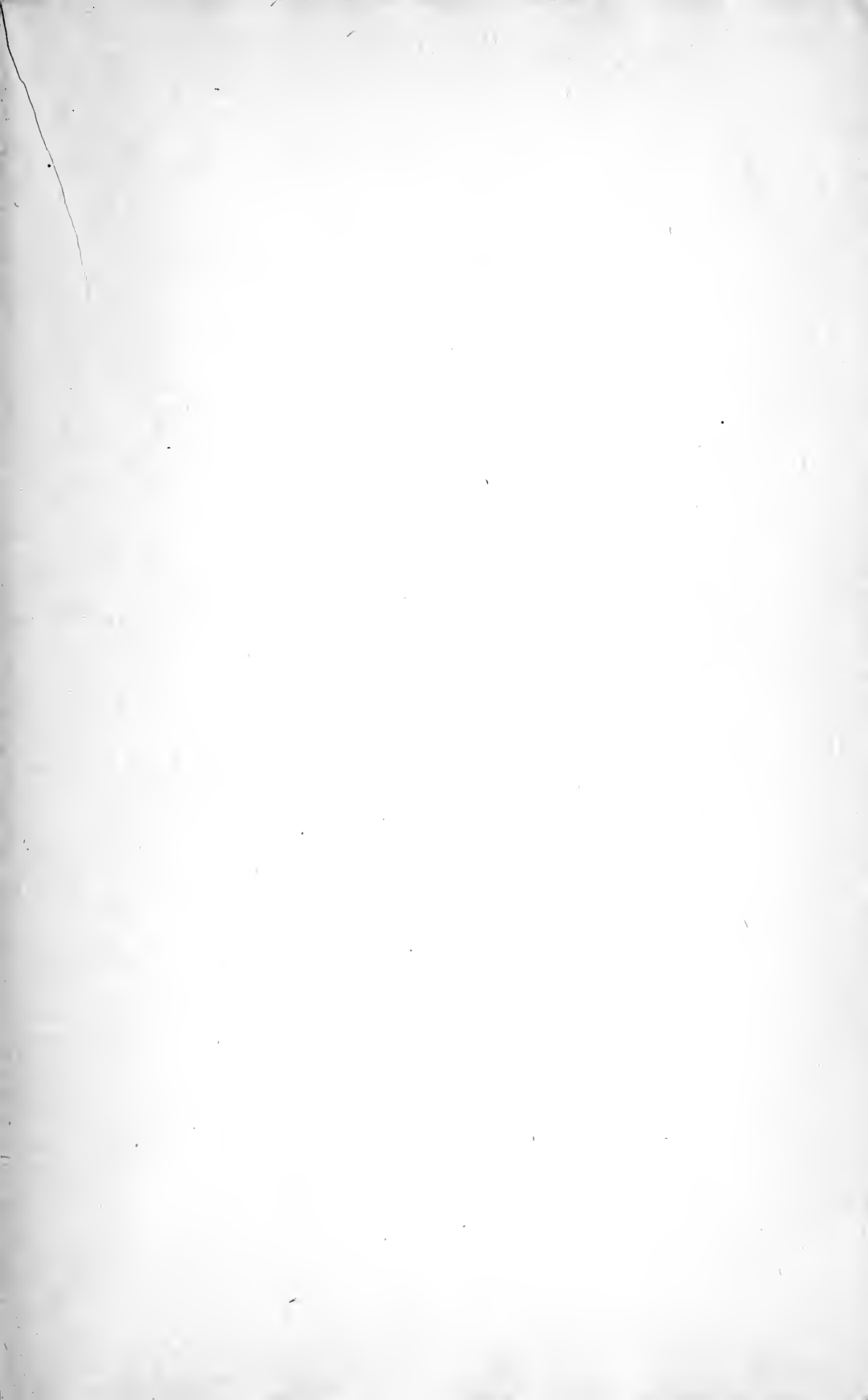
6. Every high school teacher ought to have at least one free period every day.

7. No high school teacher charged with instruction in more than three subjects can hope to do efficient work in all of those subjects.

8. The State requires but seventeen (17) points for graduation. Every small school, and many a large one, will do its best work when limiting its course to 17 or 18 points.

### A Brief Bibliography of Supervised Study.

- 1.—A. L. Hall-Quest: "Present Tendencies in Supervised Study." Educational Administration and Supervision, Vol. 1, No. 4, April, 1915.
- 2.—J. S. Brown: "Supervised Study in High Schools." School and Home Education, (Bloomington, Ill.), February, 1915.
- 3.—W. C. Reavis: "Importance of the Study-Program for High School Pupils." School Review, Vol. XIX, June, 1911.
- 4.—M. Wiener: Chapter in "Modern High School," Johnson and others, Scribner.
- 5.—M. Wiener: "Home Study Reform." School Review, Oct., 1912.
- 6.—E. R. Breslich: "Supervised Study as a Means of Providing Individual Instruction." Year Book National Society for the Study of Education (1914) Part I., pp. 32-72.
- 7.—A. L. Hall-Quest: "Supervised Study, Macmillan, 1916.  
(This is the second book under "Pedagogy" on the State Teachers' Reading Circle Required List this year.)



## APPROVED HIGH SCHOOLS

AUGUST 30, 1916.

## First Group

The following tables are significant as showing the strong growth in high school attendance in the State. Increase in number of students, 1915-1916 over 1914-1915, 787. Per cent. of increase, 1915-1916, over 1914-1915, 12 2-3 per cent. It seems almost certain that the enrollment for 1916-1917 will exceed the enrollment for 1915-1916 by at least 15 per cent.

Name and Location	Principal	Enrollm't	
		1915	1916
Alleghany Co (Cumberland) . . . . .	William M. Tinker . . . . .	222	282
Central (Lonaconing) . . . . .	Arthur F. Smith . . . . .	94	106
Beall (Frostburg) . . . . .	Olin R. Rice . . . . .	152	201
Annapolis (Annapolis) . . . . .	Louise Linthicum . . . . .	180	165
Catonsville (Catonsville) . . . . .	R. E. deRussy . . . . .	122	156
Franklin (Reistertown) . . . . .	Samuel M. North . . . . .	151	189
Towson (Towson) . . . . .	Arthur C. Crommer . . . . .	193	259
Sparrows Point (Sparrows Point) . . . . .	Joseph Blair . . . . .	96	100
Caroline (Denton) . . . . .	Howard D. Evans . . . . .	112	108
Westminster (Westminster) . . . . .	Charles H. Kolb . . . . .	115	112
Cecil Co. (Elkton) . . . . .	Edwin B. Fockler . . . . .	116	127
Cambridge (Cambridge) . . . . .	James B. Noble . . . . .	169	171
Boys' (Frederick) . . . . .	Amon Burgee . . . . .	173	177
Girls' (Frederick) . . . . .	Charles H. Remsburg . . . . .	161	183
Brunswick (Brunswick) . . . . .	Oscar M. Foyle . . . . .	99	98
Middletown (Middletown) . . . . .	R. E. Kieeny . . . . .	91	108
Oakland (Oakland) . . . . .	C. Edward Bender . . . . .	111	130
Havre de Grace (Havre de Grace) . . . . .	J. Herbert Owens . . . . .	94	96
Ellicott City (Ellicott City) . . . . .	Margaret Pfeiffer . . . . .	112	105
Chestertown (Chestertown) . . . . .	M. L. Creasy . . . . .	124	131
Montgomery Co. (Rockville) . . . . .	Charles G. Myers . . . . .	93	103
Laurel (Laurel) . . . . .	Herbert F. Mitchell . . . . .	96	106
Centreville (Centreville) . . . . .	Robert H. Adams . . . . .	114	112
Crisfield (Crisfield) . . . . .	Fred'k. E. Gardner . . . . .	125	167
Easton (Easton) . . . . .	C. A. McBride . . . . .	105	117
Male (Hagerstown) . . . . .	John D. Zentmyer . . . . .	187	187
Female (Hagerstown) . . . . .	John B. Houser . . . . .	197	176
Wicomico (Salisbury) . . . . .	J. Frank McBee . . . . .	289	341
Pocomoke City (Pocomoke City) . . . . .	E. Clarke Fontaine . . . . .	141	170
Snow Hill (Snow Hill) . . . . .	Arthur C. Humphreys . . . . .	82	93
	Totals . . . . .	4116	4576

## Second Group

Name and Location	Principal	Enrollm't	
		1915	1916
Barton (Barton) .....	Gilbert C. Cooling .....	47	49
Westernport (Westernport) .....	Oliver H. Bruce, Sr....	62	69
Sparks Agricultural (Sparks) ...	E. G. McCloskey .....	69	65
Federalburg (Federalburg) ....	A. C. Brower .....	65	102
Ridgely Agricultural (Ridgely) ..	Thomas F. Smith .....	44	46
Preston Agricultural (Preston) ..	W. H. Jump .....	48	50
Mt. Airy (Mt. Airy) .....	F. R. Young .....	56	72
Chesapeake City (Chesapeake City)	Hugh W. Caldwell .....	36	45
Calvert Agricultural (Calvert) ..	Alfred B. McVey .....	51	56
North East (North East) .....	Guy Johnson .....	44	41
Hurlock (Hurlock) .....	E. C. Seitz .....	83	76
Vienna (Vienna) .....	Albert C. Lutz .....	..	36
Thurmont (Thurmont) .....	H. D. Beachley .....	66	84
Friendsville (Friendsville) .....	E. A. Browning .....	51	53
Aberdeen (Aberdeen) .....	James A. Fleagle .....	58	56
Bel Air (Bel Air) .....	W. H. White .....	104	128
Highland (Street) .....	Edgar R. Hauver .....	45	45
Jarrettsville (Jarrettsville) .....	Charles H. Schuster .....	55	48
Rock Hall (Rock Hall) .....	Walter H. Davis .....	42	50
Sherwood (Sandy Spring) .....	Wm. H. Klingaman .....	49	41
Gaithersburg (Gaithersburg) ....	Thos. W. Troxell .....	40	67
Brookeville (Brookeville) .....	R. B. Hartle .....	38	38
Chevy Chase (Chevy Chase) .....	Mrs. F. E. M. Barksdale	46	42
Surrattsville (Clinton) .....	F. Bernard Gwynn .....	56	51
Baden (Baden) .....	W. R. C. Connick .....	56	72
Marlboro (Upper Marlboro) .....	W. S. Jackson .....	42	51
Hyattsville (Hyattsville) .....	K. J. Norris .....	118	129
Stevensville (Stevensville) .....	J. Fred Stevens .....	49	46
Sudlersville (Sudlersville) .....	R. J. Truitt .....	37	39
Tri-County (Queen Anne) .....	C. H. Cordrey .....	41	43
Washington (Princess Anne) ....	Howard T. Ruhl .....	78	99
St. Michaels (St. Michaels) .....	Norman E. Smith .....	41	51
Oxford (Oxford) .....	Nellie R. Stevens .....	44	57
Trappe (Trappe) .....	L. J. Hoover .....	34	36
Sharptown (Sharptown) .....	C. E. Tilghman .....	43	41
Delmar (Delmar) .....	Morris L. Stier .....	40	50
Nanticoke (Nanticoke) .....	C. Allen Carlson .....	44	48
Boonsboro (Boonsboro) .....	H. H. R. Breechbill .....	51	52
Clearspring (Clearspring) .....	George R. Sites .....	42	55
Buckingham (Berlin) .....	Nettie B. Carey .....	53	57
Stockton (Stockton) .....	John S. Hill .....	29	38
Taneytown (Taneytown) .....	Wilbur L. Koontz .....	..	40
	Totals .....	2097	2424

## THE MONEY VALUE OF EDUCATION

### For the Consideration of Our Friends—The Boys

Who have not yet finished High School, but who may be thinking of  
quitting school to take a "job" at small pay.

#### Ten Dollars a Day

Average yearly income of the educated man .....	\$ 1,000
In forty years he earns .....	40,000
Average yearly income of uneducated man .....	450
In forty years he earns .....	18,000

Forty minus \$18,000 equals \$22,000, the difference in earnings of  
educated and uneducated men, which is the value of an education.

To obtain this education requires twelve years of schooling, nine  
months per year, or 2,160 days.

\$22,000 divided by 2,160 equals \$10, approximately, the value of  
each day's schooling and training.

### Advantage of Staying in School Until 18

(The Weekly Wages of Boys Leaving School.)

At 14, the end of Grammar School	Age	At 18, the end of High School
\$ 4.00.....	14 .....	In school
5.00.....	16 .....	In school
7.00.....	18 .....	\$10.00
9.50.....	20 .....	15.00
11.00.....	22 .....	20.00
12.00.....	24 .....	24.00
13.00.....	25 .....	30.00

\$5,700.00      (Total earnings at end of 25th year)      \$7,350.00

The increased annual income at the end of the 25th year, due to  
the value of the 4 years in high school equals \$30.00 minus \$13.00x52  
(weeks in year), equals \$884.00

This is equivalent to an investment of \$17,680 at five per cent.  
Can a person permanently increase his capital as well or as fast in  
any other way?



**Productive Power and Weekly Wage****Unskilled Labor**

At 22 years, \$10.00

At 32 years, \$10.20

**Shop Trained Labor**

At 22 years, \$13.50

At 32 years, \$15.80

**Industrial or Trade School****Trained Labor**

At 22 years, \$17.00

At 32 years, \$25.00

**Technical School Trained****Labor**

At 22 years, \$13.00

At 32 years, \$43.00

The boy who leaves school at the age of 14 to go to work earns on an average in the United States \$65,000 up to the time he is 65 years old. (\$65,000—\$26,000 equals \$39,000.)

## NUCLEUS FOR A SCHOOL LIBRARY

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### A List of Books for Home and Supplementary Reading for Primary and Intermediate Grade Pupils.

The county superintendents of Maryland have for some years believed that the average school library does not contain a sufficient number of books suitable to the interests and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are well adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading, outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library whose books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their home and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesop's Fables, Gardner. A. Flanagan & Co., 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co. 50 cents.
3. Horace Mann (Prim.), Hervéy & Hix. Longmans, Green & Co. 25 cents.
4. Stories of Colonial Children (Prim.) Pratt Ed. Publishing Co. 30 cents.
5. Autobiography of Franklin (Int.), by Montgomery. Ginn & Co. 40 cents.
6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co. 30 cents.

7. Nature Stories (Prim.), Animals, Tame and Wild. Davis Ed. Publishing Co. 40 cents.
8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldridge. 50 cents.
9. Washington and His Country (Int.), Fiske. Ginn & Co. 60 cents.
10. Wonder Book for Boys and Girls (Prim.) Hawthorne Ed. Publishing Co. 40 cents.
11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co.. 36 cents.
12. Natural Reader Primer (Prim.), Ball. Ginn & Co. 25 cents.
13. Fifty Famous Stories Retold (Prim.), Baldwin. Am. Book Co. 35 cents.
14. History Primer (Prim.), Gerson. H. Noble & Eldridge. 50 cents.
15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co. 50 cents.
16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co. 60 cents.
17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst A. Flannagan & Co. 35 cents.
18. Robinson Crusoe (Prim.). Goldolphin Ed. Publishing Co., 40 cents.
19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co. 60 cents.
20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co. 50 cents.
21. Great Americans for Little Americans (Prim.), Eggleston. Am. Book Co. 40 cents.
22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co. 30 cents.
23. American History Stories, Vols. I and II, (Int.), Pratt. Ed. Publishing Co. 36 cents each.
24. The Jungle Book (Int.), Kipling. Century Co. \$1.50.
25. A Child's History of England (Int.), Dickins. H. Altemus Co. 50 cents.
26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co. 35 cents.
- 27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath. 25 and 35 cents.
- 29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath. 40 cents and 50 cents.
31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. Am. Book Co. 50 cents.
32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co. 40 cents.
33. Leaves From Nature's Story Book, Vol. I. (Prim.), Kelly. Ed. Pub. Co. 40 cents.

- Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Pub. Co. 40 cents.
34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co. 25 cents.
  35. Fifty Famous Stories Retold (Prim.), Baldwin. Am. Book Co. 35 cents.
  36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co. 36 cents.
  37. Outdoor Secrets (Int.), Boyle. A Flanagan & Co. 35 cents.
  38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co. 40 cts.
  39. Black Beauty (Int.), Sewell. A. Flanagan & Co. 30 cents.
  40. Once Upon a Time Stories (Prim.), Hix. Longmans, Green & Co. 25 cents.
  41. Nature and History Stories (Prim.), Hicks. Flanagan & Co. 25 cents.
  42. Stories of Norse Gods and Heroes (Prim.), Klingensmith. A. Flanagan & Co. 25 cents.
  43. Children of the Bible Stories, 10 books (Third Grade), Willard. Altemus & Co. 25 cents each.
  44. Stories of American Pioneers (Int.). Ed. Pub. Co. 30 cents.
  45. Story of Acadia (Int.), Kinnecutt. A. Flanagan & Co. 20 cents.
  46. Big People and Little People of Other Lands (Prim.), Shaw. Am. Book Co. 30 cents.
  47. Little Wanderers, Morley. Ginn & Co. 30 cents.
  48. Duke (Sequel to Black Beauty) (Int.) A. Flanagan & Co. 30 cents.
  49. Aunt Martha's Corner Cupboard (Int.), Kirby. A. Flanagan & Co. 40 cents.
  50. Cat Tails and Other Tales (Int.), Howliston. A. Flanagan & Co. 40 cents.
  51. The Standard Reference Work, Norman, Remington Co., 7 vols., \$21.00

## Public School Anniversaries

### WASHINGTON'S BIRTHDAY.

THURSDAY, FEBRUARY 22.

#### Suggestive Program.

1. Song, "America," followed by Flag Drill or Salute..Entire School.
2. Scriptural Reading ..... Teacher
3. Recitation, "The Ballad of Betsy Ross" ..... Pupil
4. Drill by Boy Scouts ..... Local Patrols
5. Song, "Maryland, My Maryland" ..... School
6. Recitation, "Our Presidents" ..... One or More Pupils
7. Any good Placard Exercise ..... Several Small Pupils  
(See Year Book, 1915-1916)
8. Address ..... A Patron
9. A Washington Catechism ..... Several Pupils
10. Song, "Star-Spangled Banner" ..... Entire School

#### "THE BALLAD OF BETSY ROSS."

Just out of the history, primly she comes  
 With slender pink fingers and deft little thumbs;  
 She brings a bright needle, a skein of soft floss,  
 A thimble and scissors, this quaint Betsy Ross.  
 She skilfully sews some long stripes, red and white,  
 And cuts with quick fingers five-pointed stars bright;  
 Then puts all together, and with a proud toss  
 She holds up a banner—this quaint Betsy Ross.  
 Beloved Old Glory! So fearless and true,  
 In bright starry splendor of red, white, and blue,  
 Forever your stars with their beautiful gloss  
 Shall bring us sweet thoughts of our quaint Betsy Ross!

— Selected.

#### "OUR PRESIDENTS."

George Washington is number one, With whom begins the story; John Adams then doth follow on To share him in the glory. Thomas Jefferson comes next, A good old man was he. James Madison is number four, Twice President was he.	Twice also did he rule us, John Quincy Adams served us next, And not once did he fool us. Then Andrew Jackson came along, So famous as a soldier. Martin Van Buren took his place To act as office holder. And William Henry Harrison Came next in the procession. He died, and then John Tyler came, Of the chair to take possession. James K. Polk is on the roll, He was an upright man. Zachary Taylor followed him, A dozen now we scan.
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Chorus:  
 Ous Presidents, hurrah! hurrah!  
 We'll give them three times  
 three,  
 And may their memories ever live  
 In our hearts so brave and free.  
 Dear James Monroe was next in  
 line,

Millard Fillmore then was called  
To rule o'er all our nation;  
And after him one Franklin  
Pierce

Was called to fill the station.  
James Buchanan was the next  
Our President to be;  
Then came Abe Lincoln, brave  
and true,  
A mighty man was he.

Andrew Johnson's name is next  
In the song which we are sing-  
ing;

Then comes the name of U. S.  
Grant,  
Let's set the rafters ringing;

—From "*How to Celebrate Washington's Birthday.*"

And now we've got to R. B.  
Hayes,  
The nineteenth name of all;  
And James A. Garfield is the next  
To answer to the call.

Chester Allen Arthur then  
Comes forth to take his place;  
And Grover Cleveland follows  
him,

The next one in the race  
Harrison is eighty-eight  
Was called to fill the chair.

And Cleveland then again was  
called  
To rule our Country fair.

*Published by E. L. Kellogg & Co.*

#### A WASHINGTON CATECHISM.

1. Tell something of Washington's ancestors.

He was descended from an ancient family in Cheshire, of which a branch had been established in Virginia. His English ancestors were allied to those of the highest rank. His mother belonged to the most ancient Saxon family of Fairfax, of Towcester in Northumberland.

2. Where was Washington born?

Near the banks of the beautiful Potomac, in Westmoreland county,  
Va. It was a very small place called Bridge's Creek.

3. How old was he when his father died?

Ten years old.

4. How did he always treat his mother?

With the greatest respect and attention; and as you follow him through life you will find him

"Speaking what is just and true,  
Doing what is right to do  
Unto one and all."

5. "Hail, patriot, chief, all hail! Historic fame  
In purest gold hath traced thy glorious name!  
Earth has Niagara, the sky its sun,  
And proud mankind its only Washington."

6. Why do they call him "Historic Fame?" I thought he was the "Father of his Country."

Because he never spared himself in any way and was always first in battle. The bullets often razed his hair and riddled his cloak, but he would tell his soldiers, "Stand fast and receive the enemy."

7. When did the Revolutionary War begin?

April 19, 1775.

8. What cry was repeated everywhere?

War has begun! To arms! To arms! Liberty or death!

9. What was needed at once?

A commander-in-chief.

10. Who was appointed to fill this place?

George Washington.

11. How did he influence the soldiers?

He inspired them with reverence and enthusiasm. His height was six feet, two, and he seemed born to command.

12. When did the British finally leave Boston?

March 17, 1776, in seventy-eight ships and transports.

13. After the surrender of Lord Cornwallis, what did Washington do?

He went to see his mother at Fredericksburg, for he had not seen her in six years.

14. Who went with him?

Lafayette. And they found her at work in her garden. Lafayette began to tell her of the world-wide love betowed upon her son, but she interrupted him by saying. "I am not surprised at what George has done, for he was always a good boy."

15. Who was Lord Fairfax?

A staunch loyalist, and when he heard that Washington had captured Cornwallis and all his army he called out his black waiter—"come Joe, carry me to my bed, for I'm sure it's time for me to die." He was now over ninety years of age.

"Then up rose Joe, all at the word,

And took his master's arm;

And to his bed he softly led

The Lord of Greenway farm.

"Then thrice he called on Britain's name,

Then thrice he wept full sore;

Then sighed, 'O Lord, Thy will be done,'

And word spake nevermore."

16. Tell us something about Washington after he resigned command of the army.

He went to Mount Vernon to live, and, as he had spent so much of his own money during the war, he was obliged to practice very close economy; but he would except nothing from Congress, for he had served his country from love alone.

17. What was his special delight?

He took especial delight in beautifying the grounds about his house. Dinner at Mount Vernon was at half-past two, and if there was no company he would write until dark. He loved his wife's children as well as if they were his own, and always found time for his family; but the quiet of his house was soon to be disturbed.

18. In what way?

The unanimous choice of the nation was that he should fill the Presidential chair, and he was forced to except.

19. When and where did the inauguration take place?

April 30, 1789, in New York City.

20. What did the people do in 1789 when he took the oath of office?

All the bells in the city were rung, the people cheered and there was a thundering of artillery. Then they went to St. Paul's Church on foot, where services were held. Brilliant illuminations and fireworks concluded the day.

21. Why did Washington except a second term of office if he was so anxious for a quiet home life?

The people would have no one else, and he was obliged to accept to keep peace in the country he loved so well; but it was with a heartfelt sense of relief that he left the seat of government in 1797 and entered once more upon the quiet home life at Mount Vernon.

22. How did he spend the remaining years of his life?

In repairing houses that were fast going to ruin, making and selling a little flour each year, and amusing himself in agriculture and rural pursuits. He died in December, 1799, and his last words were: "Tis well, 'tis well."—From "How to Celebrate Washington's Birthday," published by E. L. Kellogg & Co.



**MARYLAND DAY—MARCH 25TH****Exercises to Be Held in the Public Schools on Friday,  
March 23, 1917.****Suggestive Program.****TOPIC—CALVERT AND CLAIBORNE**

These Reports Should Be the Result of the Reference Work  
Done By the Pupils Themselves.

- I. "Maryland, My Maryland" .....Community Singing
- II. Claiborne Controversy .....Pupil—7th or 8th Grades
- III. The Calverts .....Pupil
- IV. Giles Brent .....Pupil
- V. William Claiborne .....Pupil
- VI. "America" .....Community Singing
- VII. A Play: "Mistress Brent" ..... School

**THE CLAIBORNE CONTROVERSY**

When the Maryland charter was issued and the boundaries of the State fixed, a part of the land within these boundaries had once been a part of Virginia's territory. This was one of the reasons for the jealousy which prevailed between the two sister colonies. During the long contest, or "Plundering Time," which followed, Virginia was represented by William Claiborne, their secretary of state. "This man was the prime mover of mischief from first to last and devoted all the energies of his determined nature to the task of ruining the Maryland colony."

"Claiborne's opportunity came in the following manner. Coming over to Virginia in 1621 as a surveyor, his force of character brought him rapidly into notice, and he became secretary of state." He began to engage in the fur trade with the Indians and established a trading post on Kent Island in the Chesapeake Bay. Governor Calvert notified Claiborne that his post was within the limits of Maryland. "He was given to understand that he would be welcome to the land he had occupied but that he must acknowledge the authority of Lord Baltimore, and hold the land from him and not from Virginia." This Claiborne refused to do.

Shortly after this, a vessel belonging to him was seized in the Patuxent river for trading without a license from the Lord Proprietary.

"In return Claiborne fitted out an armed vessel, the Cockatrice, and sent it out with the command to its captain, to capture any Maryland vessel that might be met. When news of these mighty doings came to the ears of Governor Calvert, he promptly armed and

sent out two vessels, the St. Margaret and the St. Helen. The two expeditions met at the mouth of the Pocomoke on April 23, 1635 and then and there was fought the first naval battle of the inland water of America." The commander of the Cockatrice was killed and the vessel surrendered. A second expedition was sent out by Governor Calvert against Kent Island directly and resulted in the defeat of Claiborne for a time. A few years later he again returned and in company with Captain Richard Ingle, who appears to have been little else than a pirate and marauder, they took advantage of the absence of Governor Calvert, got possession of Maryland, and plundered and despoiled the colony for a period of about two years.

Governor Calvert watched the progress of affairs, and presently gathering a force of men, he returned to Maryland, recaptured the province, and resumed the Government for Lord Baltimore.

The influence of Claiborne was at an end and the long controversy between "Leah" and "Rachel" finally settled.

References: Gambrill—Leading Events in Maryland History. (Ginn & Co.)

Hall—The Lords Baltimore and the Palatinate. (John Murphy Co.)

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## THE CALVERTS—George, Cecilius and Leonard

In Maryland history the Calverts occupy an important place, being connected with the colony from its beginning (1632) until 1751. Three names, however, stand out most prominently, namely: George, Cecilius and Leonard, these men were the real makers of Maryland.

Our earliest knowledge of the family begins with Leonard Calvert, the father of George, and the grandfather of Leonard and Cecilius, who lived as a country gentleman, in Yorkshire, during the reign of Elizabeth. He married a lady of gentle birth, Alicia Crossland, and acquired the estate of Kipling, in Yorkshire, where his son, George, was born in 1580.

George Calvert, on reaching manhood, became interested in State affairs, and through the influence of his friend, Sir Robert Cecil, rose rapidly in the favor of James I. Even his adoption of the Roman Catholic faith did not turn the king against him, and in recognition of his services, the king raised him to the peerage and made him Baron of Baltimore, in the Kingdom of Ireland. Later, through the favor of the king, he received the Maryland grant which enabled him to plan his long cherished colonization scheme. But before the final signing of the charter, George Calvert died and his eldest son, Cecilius, succeeded him.

Cecilius Calvert, second Lord Baltimore, was born in England in 1606. Unlike his father, he had no liking for public life and lived very much in retirement. To him was left the task of carrying out

his father's schemes. Knowing the dislike and distrust with which the Catholics were then regarded, he thought he could best advance the interest of the colony by staying in England, where he could personally oversee all matters. He was always active and earnest in the defense of the rights of the colony, watching over its welfare and guarding it from the encroachments of its enemies. For forty-three years he directed the affairs of the colony, both wisely and tactfully, indeed, most of that period is known as the "Golden Age" of the colony. During this time the colony grew from a settlement of three hundred, sheltered in shacks and wigwams on the St. Mary's river, to a community of 20,000, settled in ten communities.

On succeeding to his father's estate, etc., he began at once to fit out an expedition, which he placed in charge of his brother, Leonard, whom he appointed governor of the colony.

Cecilius Calvert married Anna Howard, daughter of Lord Arundel. Their life seemed to have been rather secluded, as he hated publicity and devoted himself to his private affairs and the business of the colony. He was always interested and curious about the province, liked to get and study birds, plants and animals, etc., from the colony, but he never set foot on Maryland soil, and seems never to have planned to visit the colony.

At the time of his death he was sixty-nine years of age. His life in many ways had been full of cares and trials. He had passed through dangers and difficulties when his happiness and fortune was at stake, but by his patience, prudence and wise judgment, he had saved his own rights and those of his people.

Leonard Calvert, first colonial Governor of Maryland, and brother of Cecilius Calvert, was born in 1606. He was placed in charge of the first expedition consisting of two hundred men, who, in 1634 settled Maryland. He continued to act as Governor until his death in 1847. Perhaps the most important event during his term as Governor was his contest with William Claiborne, who had settled before 1634 on Kent Island, and denied the jurisdiction of the Maryland authorities. Claiborne was driven out in 1635, but in 1644 succeeded in expelling Calvert, who, however, again defeated him in 1646, a year before his death.

It is to Leonard Calvert that the prosperity of the colony was due. He it was who led his little band into the unknown land, who faced the perils and dangers of the wilderness, stood the heat and storm of battle which so often endangered Maryland's early history, and led her successfully out of her darkest period. It was he who first proclaimed and laid the foundation for our civil and religious liberty, who gave the last years of his life to the development and glory of Maryland. His name should ever stand foremost as Maryland's most valiant and loyal son.

References: Brown, William Hand—History of a Palatinate. (Houghton, Mifflin Co).

- Brown, William Hand—The Calverts, George and Cecilius.  
 Hall—Lord Baltimore and the Maryland Palatinate. (John  
 Murphy Co).  
 Gambrill—Leading Events of Maryland History. (Ginn & Co).  
 McSherry—History of Maryland. (The Baltimore Book Co).  
 Passano—History of Maryland. (Williams & Wilkins).  
 Scharf, T. S.—History of Maryland.  
 Century Dictionary.  
 International Encyclopedia.

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### GILES BRENT

Giles Brent was the son of Richard Brent, of Gloucester, England. When he came to Maryland in 1639 there accompanied him his brother, Fuek, and his two sisters, Mary and Margaret. It was this Mistress Margaret who afterwards became such a prominent lawyer. Upon landing in Maryland, Giles Brent was appointed as Treasurer. In 1643, while Governor Calvert was in England, Brent was commissioned Deputy Governor of the Province.

In 1639 eighty perches along Key's Branch were patented to Brent. Here, on a cliff, he built a home, which was later called the "White House of Maryland."

References: James Walter Thomas—Chronicles of Colonial Maryland. (Baltimore: Cushing & Co., 1900).

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### A PLAY—"Mistress Brent"

NOTE—The play has been adapted from the novel, "Mistress Brent" by Lucy Meacham Thruston, (Little, Brown & Co.) It has not been acted by any class, but comes with all its rough edges as a suggestion.

To give the opportunity to our boys and girls for a closer touch with a few of our colonial favorites, also "to live," the one great obstacle which beset our Maryland ancestors, are the aims of this suggestion.

Mrs. Thruston's story radiates an atmosphere of true, wholesome colonial life. The school play aims to keep the same charming colonial atmosphere, but the incidents are not always parallel.

Should it seem impracticable to use the entire dramatization as it now stands, it would be quite possible for any teacher to select or adapt fewer scenes, or even one scene. The staging and costuming should be kept as simple as possible.

The play might also be given by members of the community. Here the Maryland Day program would serve two purposes: It

would make for co-operation between teacher, pupil and community; it would help to give Maryland Day the recognition which is its due.

Gambrill's *Leading Events of Maryland History*, (pp. 105-107) gives some helpful suggestions in the illustrations and the data for the social life of the times.

#### ACT I—SCENE I.

Mistress Hawley's Dairy—"In the cool, dusky dairy the clear water rippled by crock of rich milk and jar of yellow butter. The scent of ripening cheeses on the shelf mingled with the fresh, sweet smell of earth and running water.

"Mistress Hawley tucked up her long, full skirt and rolled the sleeves from her round wrists, lifted with strong, supple arms the heavy crock to the shelf. She began to skim the cream with quick, practiced hand."

Mistress Margaret Brent is a guest at Mistress Hawley's house, having lately come from overseas with her brother, Giles, and Mary, her younger sister, now wedded to Captain Rogers.

M. Marg. I am tired of St. Mary's. Katharine, I would ye were not so vastly industrious.

M. Hawley. In truth! (going on busily with her work).

M. Marg. In truth! (Mimicking). Then ye would, Katharine, hearken to what I have to say; 'fore God, I mean it, every word; listen!

M. Hawley. Do I not alway?

M. Marg.: Tut! one would think you the easiest moved of mortals.

M. Hawley. In truth!

M. Marg. In truth! thou art fairly angering, Katharine, with thy everlasting 'in truth', thy short words and wise looks. I'd fair shake ye soundly.

M. Hawley. Try it!

M. Marg.: Would I could (springs to her feet and flings her arms around her). Katharine, listen! Give up thy cottage here and go with me to St. Anne's; thou shalt share me 'n all things.

M. Hawley: Margaret, what folly—

M. Marg.: An ye did, ye'd marry in a twelvemonth. (She turns petulantly away.)

M. Hawley: Marry! Methinks there was some truth in what ye said; ye wax idle.

M. Marg.: Now, Kate, be silent. I blame myself and belabor myself, but for another to belabor me—never! I did but ask thee to St. Anne's.—There's many a one—

M. Hawley: Aye, many a one who would be glad to go. But thou knowest how one's heart takes root. I would not leave here. (She looked about her cottage, dairy, etc.) I would not give up these, no, for naught; besides—

M. Marg.: Besides, . . . (Mimicked and quoted petulantly.)

M. Hawley: Besides, you know my humor; I would be beholden to none.

M. Marg.: But would have all beholden to thee. Thou art proud e'en in thy charities.

M. Hawley: Charities? I have none.

M. Marg.: Then all thy kindnesses count for naught.

NOTE—Mistress Hawley is half angered. She turns quickly to the skimming of the milk and pours the thick yellow cream into the crock for the morrow's churning; naught breaks the silence save the rippling water. Then there comes a ringing step adown the path.

M. Hawley: Margaret, who is it?

M. Marg.: Faith, 'tis Giles! He said he had some errand at the coffee house and would come hither when it was done; it must have been of quick despatch.

M. Hawley: Giles? Run meet him, take him to the house! I would not have him see me thus.

M. Marg.: La! Katharine! (mischief in her eyes) thou dost the dairy maid to perfection; that bare arm now, Giles would give a pound for the looking on it.

M. Hawley: Margaret! (She plucks with nervous fingers at tucked up skirt and rolled up sleeves).

(Margaret stoops hastily and lifts a moist crock from the floor.)

M. Marg.: Hi! Giles, we are within the dairy. I would assist Mistress Hawley.

M. Hawley: Margaret, Margaret! ye will break the cream and ye—

Giles: I warrant me she is a rare dairymaid! There was none within; I knew where to search for ye at such an hour. I've heard Margaret prate of thy dairy oft.

M. Hawley: Come, Margaret, leave it to Ann. (begs and throws the great spoon upon shelf).

Giles: Nay, finish thy work; 'tis pleasant loitering here.

Giles leans against the doorway and watches with keen, delighted eyes the supple fingers moving to and fro. The maid comes with the foaming milk which must be strained in clean crocks. Up the path comes a messenger, a fellow from Giles's house of Kent.

Giles: James, what brings ye hither?

James: We did think it best one should come. (Embarrassed).

Giles: Ye have come with news; what is it? Speak!

James: A ship hath come to Kent. (Nervously).

Giles: Is it of England?

James: I know not.

Giles: God's grace! (excitedly). Whose ship? What is thy tale?

James: 'Tis Captain Ingle. (Faltering).

Giles: And who is Captain Ingle, forsooth?

M. Hawley: 'Tis a trader and adventurer who hath been to St. Mary's in the earliest days of the settlement; he is a warm friend

and adherent of Claiborne's. (She speaks slowly as one who fears what might yet be said).

Giles: What does he at Kent? Out with it, man! Thou hast ever a ready tongue.

James: The people were overjoyed with his coming; the settlers crowded to the fort; he had much to tell them—

Giles: In God's name of what?

James: Of England, that the King would be o'erthrown and Maryland—

M. Marg.: And what of Maryland?

James: They will have no more of the Governor of St. Mary's.

M. Marg.: What! (much moved). They dare to rebel against the Governor Calvert and the Lord Proprietor?

M. Hawley: 'Tis not the first time; ye recall the tale I told ye long ago?

M. Marg.: Aye, but *so long ago*. The Governor will make them repent.

James: But they say (pauses as if he fears to finish).

Giles: Say what?

James: That the Governor *comes no more*.

Giles: The Governor comes on any day, and so you may tell them for me. He will show them their folly; he will come with soldiers, and I shall be of them. But stay! James, ye must hasten to my house. I would have ye return to Kent, see that my household is kept guarded, and that they lay not a finger to it. I must send messages—I—Margaret, Mistress Hawley, wilt thou come with me now?

Curtain Falls

## ACT II—SCENE I

(Mistress Brent's living-room at St. Anne's. "The rich carpet beneath the table, the square that covered it and the silver candlesticks there, the thick hangings on wall and draperies about the window, the settle and chests, and chairs of dark mahogany or carven oak." Governor Calvert awaits Mistress Brent.)

M. Marg.: Cousin Calvert, (enters hastily), mercy o' God, what hast thou heard? Whom hast thou seen? Let me call Sarah to bring thee a draught of wine. (Governor stopped her).

Governor: Margaret, when I did leave thee this morn, I thought myself the Governor of this fair Province, and the happiest man therein. Now, I have not e'en a home within it, not an acre of land is mine!

M. Marg.: There is St. Anne's (quietly).

Governor: God's benison rest on thee, sweetheart, for such speech!

M. Marg.: Is there news from my Lord Baltimore? Hath he sent thither a new Governor, or is he come in person?

Governor: Would God he had!

M. Marg.: Then what?

Governor: I can scarcely tell thee, it seems so incredulous.

M. Marg.: What hath befallen?

Governor: Ingle hath invaded St. Mary's.

M. Marg.: And the soldiers of the fort, the men of the town?

Governor: The ship slipped in last night, at dawn her guns were trained upon the town.

M. Marg.: Who brought the tale?

Governor: One of my household, most trustworthy.

M. Marg.: And e'en now he spreads the tale among my servants. (She leaves room hastily, returns, quickly followed by her man, Jock, and the Governor's messenger).

M. Marg.: What tale is this ye tell?

Messenger: Sooth, lady, 'tis truth, St. Mary's—

M. Marg.: Peace! I bid thee! hold thy tongue; 'till more is known of this, stop thy prating in my servants' ears. Why, 'tis William Rolan, bide ye with Jock and leave these idle fellows to be gone. When there is time for fear—ye shall have it from me—from me! (She stamps her foot angrily). Go. (He goes out). So this fellow brought the tale?

Governor: He is a most trusty servant, Margaret, and of them all, the only one who thought to warn me, else like Giles—

M. Marg.: Giles!

Governor: Giles is a prisoner on board the ship.

(Mistress Margaret throws herself into the chair by the table and commences to beat with her slender fingers upon the heavy pile of the carpet which covered it.)

Governor: Thou seest, had it not been for him, I, too—

(Mistress Brent laughed shortly).

M. Marg.: The Commander of Kent and the Governor of Maryland prisoners on board Captain Ingle's ship! Faith, the sound of it tickles the ear! This pirate waxes bold.

Governor: Pirate! Ingle scarce deserves that.

M. Marg.: Yes, *Pirate!* He would play the tricks upon the Chesapeake that he hath learned upon the Spanish Main. And what is it? What is it save piracy? On whose commission does he act? What authority does he show?

Governor: Nay, for that, the fellow doubtless thinks himself well backed; he is of the rebellion.

M. Marg.: And ye mean—he thinks—he can wrest this province now and be upheld? We will match him, piracy for piracy; an' he hath taken possession of us, we'll steal our own again. There are the lords of the manors, the soldiers of the hundreds.

Governor: And thinkest thou, Margaret, one of them would move in our cause? Nay, bethink thee, for all they know, this man may represent the authority of England; an they resist him, they might lose all they had.



M. Marg.: Tut, 'tis warfare, one cause against the other.

Governor: He holds the heart of the colony, and we make any move—

M. Marg.: 'Tis bluster, this talk of destroying the town should be resist! He thinks to frighten us, and he hath well done so. How many soldiers could we command?

Governor: The soldiers of this hundred muster scarce forty men.

M. Marg.: And of them how many could be relied on? (She knew this to be the rub).

Governor: There is another question. I know not what my brother would have; mayhap he would rather trust to diplomacy in London to be reinstated.

M. Marg.: What *he* would have! He knows naught of it, and ere he knows we will have acted.

Governor: Truth, thou wouldst make a rare soldier, Margaret.

M. Marg.: See ye naught to do?—At Jamestown?

Governor: Jamestown! None know better than thou how they have fought us at every step; in his matter of Kent they persisted against us until the King's express command forbade them.

M. Marg.: I see no help there. (She goes back to the table and begins her silent tattoo). I see naught; I see naught; and when Captain Ingle sends hither his soldiers, which trust me, he will shortly do to all the great manors, ye will submit?

Governor: 'Twere useless for one manor to fight him.

M. Marg.: Even to surrender me prisoner? Calvert, ye would sit still and wait such issue! I'd hie me to the Indians and buy their aid.

Governor: And have the savages retake St. Mary's for me! Rather would I never set foot within it again. There are soldiers to be hired in Virginia; nay, let me think on it a moment; my thoughts form slowly, thou knowest.

(He smiles faintly as he goes to the window. After a few moments thought he comes back to Mistress Margaret).

Governor: Mayhap among the Virginia planters on the Potomac and Rappahannock I may hire me soldiers; they are far from Jamestown and will venture much for gain. 'Tis the only plan. I must get me to them and journey from plantation to plantation to get a force together. But, think, Madge, 'twill be months ere I can come again, if then; and what happiness seemed mine! Good God!

M. Marg.: Fret not, think not on it, only be up and doing!

Governor: Aye, I know; 'tis no time for aught save work and 'tis best! Sometimes though it is well nigh maddening, but not now, sweetheart, when I come again I'll listen to no further talk of partings. There have been enough already, God knows! I must be gone.

M. Marg.: Surely not now—tomorrow.

Governor: Aye, now; no need to think and let the canker eat the deeper.

M. Marg.: Take thy man who came thither from St. Mary's with thee.

Governor: Nay, he has wife and children and must return to them.

M. Marg.: Then will I send him back with hopeful messages to thy friends; he must be cured of his fright and return to tell them to bide quiet for a time. But someone must be chosen to bring me notice of thy movements.

Governor: I will send one of the men who did bring me hither.

M. Marg.: And I will see those of St. George and Capt. Rogers, and the lords of the manors; many will be found, trust me, ready to aid thee when thou comest, only—be not long!

Governor: Long! (he mutters, then drawing himself up like a soldier) I will call my men.

(The Governor leaves the room to have the men make ready while Mistress Margaret waits thoughtfully by the window. Shortly he returns).

Governor: Good-bye, Margaret.

M. Marg.: Say it not in such fashion! What is there to hinder thy coming again and yet again?

Governor: I will send thee news of me.

M. Marg.: But thou wilt come some day.

Governor: Some day as I should, to take my own again. 'Till then—

M. Marg.: Say 'farewell' as thou didst this morning, lightly.

Governor: I cannot; there is a great gulf fixed twixt then and now. (He comes near, lifts the hand he holds to his lips). 'Till happier days, sweetheart. (Then he is gone).

(Mistress Margaret goes to the window, strains her eyes for the last glimpse, and then softly and quietly leaves the room.

## SCENE II

(Same as Scene I. Mistress Margaret is apparently waiting (?) while her little niece, Rosalind, is playing on the floor. Presently Margaret stops writing, as Rosalind comes to her with the book).

Rosalind: Auntie, auntie!

M. Marg.: Yes, come, art auntie's girl, sweetheart?

(She takes the child on her lap, appears to look at the book, but opens a drawer and takes out a box). See what auntie hath for thee; 'tis e'en from overseas. 'Twas brought in the great big ship which was at her wharf. (The child cuddles close to her and watches with wide open eyes, as her aunt unfastens the box). Now, did I not promise thee! Thou art the most winsome maid in all our province. (The child, with the coral pin on her dress, and ear rings, continues to delight over her gift. Suddenly the door opens, and Sarah, the maid, delivers a letter to Mistress Brent. The child goes back to her toys and Mistress Brent opens her letter and reads).

"To Mistress Margaret Brent; Greeting:—Whereas we have sent off

to ye tidings as to how we fared, we now send one hither with news more to our mind than any that have gone hitherto, namely, that we do purpose ere many days be passed to again be in St. Mary's. We have, with the aid of our friends of Virginia got together a sufficient force to contend with those that William Claiborne and Captain Ingle did leave behind, and do purpose to sweep them from our province. When this is done we will wait upon thee at St. Anne's. Until then may God have thee in charge. Thine always,

LEONARD CALVERT."

M. Marg.: Come, child, let us take ourselves to the river's edge, and thou mayst play in the sand.

CURTAIN

ACT III—SCENE I

(Library at the Governor's house. Litter of dusty papers on the table; tarnished silver of the candlestick; unkempt hearth. Mistress Margaret sitting alone in the dark is discovered by Mistress Hawley, who proceeds to bring the lights.)

M. Marg.: Katharine the light blinds me, it hurts the eye.

(Mistress Hawley continues quietly to arrange the lights and close the windows. It is hot and close with all this light).

M. H.: We will need the light, Margaret; come over here beside the table. Where did the Governor keep his papers? Come, (sharply) ye know not? What is here on this table? Letters? Instructions?

M. Marg.: Governor Calvert ever kept a litter of them there.

M. H.: Aye, when he was here to see them. Ere he died he left his affairs to one who totally neglects them; what think ye he'd say an he knew these had been left to every comer?

M. Marg.: Katharine, (springing to her feet) it hath not yet been a week—

M. H.: Since Leonard Calvert died, yet have men already become restless and begun to wonder what will be next.

M. Marg.: What will be next!

M. H.: Where have thy wits been, wool-gathering? Who is to administer the Governor's affairs?

M. Marg.: I (proudly).

M. H.: Mercy o' God! then wilt thou be about it. (Margaret runs her shaking fingers across her white face and then pushes back the damp hair from her temples).

M. H.: When the colony at such a critical moment grows faint-hearted for lack of a head, and the Virginia soldiers are swaggering in the streets and muttering for their pay, 'tis time the Governor's administrator, an' he had one, were up and doing.

(Margaret walked across the room her eyes gleaming with passion, and her cheeks aflame with anger).

M. Marg.: Ye will go to Deborah, Mistress Hawley, and bid her send hither the Governor's mails. (She seats herself at the table).

Presently the maid brings in 'a box heavy as her hands could clasp, and put it and the key upon the table.' After the departure of the maid, Mistress Brent unlocks and takes from the box its contents. She absently read snatches from my Lord Baltimore's letters). Why was there not given him a full account of the stock on St. John's manor? Had the cattle he had bought in Virginia been brought thither? Why had no replies been made to his query about the iron foundry he purposed to establish in the colony? Were the treaties with the Indians yet concluded? Had Leonard Calvert obtained their relinquishment of all the lands the King had granted him? He would have the matter settled peaceably. Where were the Indian arrows? It were time they were sent to Windsor Castle as his brother well knew must be done each year in token of his fealty; he should not need the reminding of it. Good God! The man who had begged for claims for other men, and opened to them the highroad for their fortunes, had not from all the venture bettered himself a pound!

(Enter Giles, shutting door carefully).

M. Marg.: Giles! there is somewhat ye would say to me.

Giles: I but waited thy speech.

M. Marg.: I was thinking—

Giles: 'Tis what ye need to do. These Virginians, I trust them not; they are too friendly with Claiborne. I hear strange talk. They drove the invaders forth, they held the town, they could do it now an they so were minded, they clamor for their pay, they need but a leader to seize it some day,

M. Marg.: Ye mean they'd overpower the town.

Giles: Our lives would not be worth a ha'pence.

M. Marg.: Giles, the Governor's wealth was of the scantiest. We have talked enough. There is yet another task for the day. Come with me.

## CURTAIN

### SCENE II

(At the Coffee House. The soldiers are done with their suppers and gathered about the tables at the open doorway, smoking, dusky wreaths floating about their heads. Through the windows one can see the landlord idly standing and the maids cleaning the boards. Mistress Brent enters, faces the men, who gaze upon her wide-mouthed).

M. Marg.: (Her voice rings clear, and every man is silent, feeling her words are meant for him and him alone). "Soldiers of the Governor, it hath but lately been brought to my ears that ye tarry here unwilling, waiting the settlement of your affairs; and in truth I should have already known, save—ye know well the sorrow that hath befallen us," (her voice sinks, and each man felt his heart tremble within him). "We have been selfish and thought not of others, but he who brought ye hither and whom ye so bravely served, his last words were that ye be paid to the last shilling. He did adjure me that I should see to it, but I (spreading her slender hands apart)

have been forgetful. I pray your pardon, (her voice sinks gently) "but within the week the pounds shall be yours." (Her voice rises clear and strong). "Within the week ye shall have yours to the last shilling, and get ye to your wives and sweethearts who await ye!"

(When through speaking she flees for the door but is stopped by the landlord who grasps her hand).

Landlord: God bless ye for rousing them all this day!

(Mistress Brent quickly retreats. Slow curtain.)

#### ACT IV—SCENE I

(Assembly Room. Mistress Brent enters while one pauses in his speech; she looks to neither right nor left; undoes the fastenings from her dark cloak and slips the hood from her hair).

New Governor: Reading a letter, ready to be sent to the Lord Proprietor.

"Right Honorable—Great and many have been the miseries, calamities, and other sufferings, which your poor, distressed people, inhabitants of this province, have sustained here since the beginning of the heinous rebellion first put in practice by that pirate, Ingle. Now all is past and calm, and the whole province in perfect subjection again under your lawful government and authority.

"As for Mistress Brent's undertaking and meddling in your Lordship's estate here, we do verily believe, and in conscience report, that it was better in her hands than in any man's else's in the whole province, after your brother's death; for the soldiers would never have treated any other with that civility and respect, and though they were even ready at several times to run into mutiny, still she pacified them; and she hath rather deserved favor and thanks from Your Honor for her so much concurring to the public safety, than to be justly liable to all those bitter invectives you have been pleased to express against her."

M. Marg.: (Firmly). Gentlemen, I come to claim a vote in the Assembly. (The Assemblymen sit with their cloaks about them. The silence grows painful).

Gerard: Mistress Brent, (slowly, courteously) 'tis against the terms of the Charter of Maryland.

M. Marg.: And wherein is this stated?

C. Rogers: 'Tis so expressly stated in the laws of the Assembly.

M. Marg.: The laws of the Assembly! (slowly and scornfully).

C. Rogers: What would my Lord of Baltimore say to such?

M. Marg.: My Lord of Baltimore, Captain Rogers, my Lord of Baltimore is a lover of justice; think you he would grant manorial privileges to one to whom he was unwilling to give a voice in the Assembly likewise? To what woman hath he granted that privilege except to his kinswoman? How many women are there within the province tending their own affairs peaceably and sturdily and serving as an ensample for many?

C. Rogers: Aye, but amongst the first laws made in this Assembly was the one that no woman should hold property in this colony; and should she inherit it, and at the end of the seventh year be still obstinately unmarried, that property would be confiscate. Why hath that law been neglected because the Governor—

Assemblymen: Shame! Shame!

M. Marg.: Such law touches me not; I hold special privileges from my cousin of Baltimore and I thank God that the papers conveying such intelligence to the Governor were not amongst those destroyed in the fire of St. John's manor, but are e'en now in my possession. Concerning the last (she draws a bit of lace she has been holding crumpled in her hand across her mouth) "obstinately unmarried," I need not speak. What did ye say in the letter ye writ my Lord Baltimore? Is this justice?

Gerard: I move that the Assembly move on this question Mistress Brent has raised.

NOTE—(Voting done by hands. She stands defeated. Giles and Gerard move towards her but she puts them aside and draws herself proudly erect. Then I do hereby protest against all this present Assembly and all its doings unless I may be present and have voice as aforesaid).

(Mistress Margaret leaves Assembly room. The meeting is adjourned until afternoon. Men file out in groups, naturally).

## SLOW CURTAIN

### SCENE II

(Mistress Hawley's Living Room, similar to Mistress Margaret's. Mistress Margaret seated; her lined face and closed eyelids show great fatigue. Door opens suddenly.)

M. Marg.: Ah! Giles, methought thou wouldst come to me. How wet ye are! Give Lucy thy cloak. Thou didst come to me at once.

Giles: I tarried but a space at the coffee house.

M. Marg.: Giles, is there any new note of trouble that thou art about to sound?

Giles: There was a stormy scene in the Assembly room.

M. Marg.: Methinks I witnessed it.

Giles: Thou didst fling a torch amongst us.

M. Marg.: Pray God that it may set ye afire with some sense.

Giles: It kindled a conflagration ye little thought of. But not as thou would have it. Captain Rogers—

M. Marg.: Aye, my brother-in-law, I'd like to have struck him through; a pretty bit of oratory he hath developed; since when did he come by it?

Giles: 'Twas fatal enow despite thy words. He declared he had held his peace, but now, time had come for the expressing of his thoughts. I spare thee the rest, Madge, but the upshot of it all is, they have set their faces firmly against all power in women's hands,

e'en to the holding of property. They can do naught against thee; but *there are others*.

Mistress Hawley comes into the room.

M. Hawley: What! ye linger in the dusk? Ye look as if plotting treason.

Giles: She knows naught (quickly whispered to Mistress Margaret).

M. Hawley: The lazy varlets! With such a storm without we make comfort within.

M. Marg.: It grows cold here; the dining room is far better, and faith the odors of the kitchen are most inviting. Now I bethink me I ate but little breakfast.

M. Hawley: Truth, 'tis fair eleven; thou shalt have thy dinner at once.

Giles: A goodly plan!

Curtain Falls as they leave room.

#### ACKNOWLEDGMENTS

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Miss M. Gerwig .....	The Calverts
Miss J. Selby .....	Claiborne Controversy
Miss M. Molesworth .....	William Claiborne
Miss D. Bendewald .....	Giles Brent
Miss K. Kirwan .....	Dramatization

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## ARBOR AND HIGHWAY DAY

(To be Designated by the Governor).

### To the Public School Teachers of Maryland:

In the States of the West—the far West, where great forests still exist, or in the middle West, where there are only trees, and very few of them—Forestry and Arbor Day partake of a significance and observance differing in more than one respect from that accorded the day in Maryland. In the first section of the country cited there will not be for many years, certainly not within our generation, a lack of forests; on the plains which lie between that part of the United States and ours, it is probable that no amount of planting could make forests now. In the one case they have forests; in the other, it is too difficult to grow them.

In the State of Maryland we have had forests; to some extent we have them still. In reality, one-third of the State is wooded now, but in very many ways the present stand of timber scattered about the State in groups of varying size and value, differs from that which once covered Maryland with a stand of priceless timber which reached, unbroken for the most part, from the mouth of the Chesapeake North East, and West to all the limits of the State. Those were forests, indeed, and their part was great in the settlement, colonization, civilization, and growth of this and the other States adjoining the Atlantic where the tide of immigration first turned from the countries abroad. In Maryland, forests grow naturally and very rapidly, but they must always be encouraged practically. This, it is the part of forestry to do, as it is the part of children to encourage forestry itself through a knowledge of it and an interest in it.

Invaluable to the settler and the first dwellers in the wilderness, the forests of Maryland and of America have other, newer uses today, differing in character perhaps, though not in importance, from those which then helped play a part in the country's development and early growth. The forest is still of greatest value, locally and nationally, as a source of supply of many things we must always regard as first necessities. In places, if the forest's usefulness has been impaired, the need of it is even greater. It is the part of the schools, no less of the pupils than of the teachers, to learn throughout the year some of the lessons which are emphasized and made to take a practical turn on Arbor Day.

Sincerely yours,

F. W. BESLEY,

State Forester.



## A Suggested Program for the Observance of Arbor and Highway Day in Maryland.

Prepared Expressly for Use in the Year Book of 1916-1917 by the  
Maryland State Board of Forestry—Baltimore

### Suggested Program for Arbor and Highway Day, 1917

Recitation—"All Things Beautiful" .....A Pupil  
 Reading—The Governor's Proclamation .....The Teacher  
 Declamation—"What Forestry Has Done in Maryland"..... A Pupil  
 Recitation—"The Little Tree's Dream" .....A Pupil  
 Recitation—"When the Green Gits Back on the Trees".....A Pupil  
 Reading—How Your State Grows Forest Trees .....A Pupil  
 Recitation—"The Oak Tree" .....A Pupil

#### Address of the Day

Recitation—"A Joke" .....A Pupil  
 Reading—The Right Use of Forests .....The Teacher  
 Exercise—"Historic Trees" ..... Nine Pupils  
 Recitation—"The School House Yard" .....A Pupil

#### Followed by Planting

##### All Things Beautiful

All things bright and beautiful,  
 All creatures great and small,  
 All things wise and wonderful,  
 The Lord God made them all.

Each little flower that opens,  
 Each little bird that sings,  
 He made their glowing colors,  
 He made their tiny wings.

The purple-headed mountain,  
 The river running by,  
 The morning, and the sunset,  
 That lighteth up the sky.

The tall trees in the greenwood,  
 The pleasant summer sun,  
 The ripe fruits in the garden,  
 He made them every one.

He gave us eyes to see them,  
 And lips that we might tell,  
 How great is God Almighty,  
 Who hath made all things well.

—Mrs. C. F. Alexander.

## What Forestry Has Done in Maryland

### Declamation

In 1906 there was organized in Maryland a State Board of Forestry. The Board had for its executive head a State Forester, and it was given him to devise ways and means of handling more wisely and with a greater degree of profit the woodland of the State—woodland which until then had been entirely without that judicious management which improves through use, and which for many years had been deteriorating in quality, while growing appreciably less in area and quantity.

The forests of Maryland now cover, in the aggregate, over two million acres of land, thirty-five per cent. of the State. To set about the work of improving so large a tract was not a small task. Studies of the forests in each county were made, a fire protection system organized to cover the State, and such other methods were adopted as might aid in the management and care of the forests of Maryland. A start was made in 1906. At the present time your State Board of Forestry has reached a permanent and substantial footing. Its work has steadily increased, new responsibilities have been added, and today its importance and usefulness are felt in all parts of the State.

In Western Maryland, the mountain section, the board is best known for its system of protection from forest fires. Seven observation or lookout stations are now located there in advantageous places, where a view of the surrounding country may be had for many miles. Forest fires, if they spring up, may be easily seen and quickly reported over a large area of wooded country. The State Forest Wardens, thirteen of whom act in conjunction with the U. S. Forest Service as Federal Patrolmen, keep a strict watch over such country throughout the dry seasons of late spring and fall. The State Forest Wardens now comprise a force of 150 men, selected for their ability to perform the required duties of their office. In three years the loss in Maryland from forest fires was reduced from \$225,000 to \$12,000.

The State Board of Forestry has acquired through purchase or gift 2,570 acres of State forest. In addition, there are several tracts of woodland, amounting to 1,038 acres more, which, by mutual agreement with their owners, are now under the management and supervision of the Board. This land is well distributed over the State, and is being managed with an eye to its improvement through practical, applied forestry. It is held as a public park, where residents of your State may, free of cost, enjoy the recreation and healthy pastimes of outdoor life. The work of protecting and improving the State's forest land will be constantly extended for the benefit of its owners and the many industries whose continued success depends upon the welfare of the forest.

## "The Little Tree's Dream."

A pretty little maple  
 That grew upon a hill,  
 Where sun and wind and shower  
 Had played with it at will,  
 Fell fast asleep one evening,  
 Beneath the moon's pale light,  
 And while asleep it had a dream  
 That gave it SUCH a fright!  
 It dreamed it saw an army,  
 All armed with shovels there,  
 Come marching up the hillside  
 And lay its rootlets bare.  
 And then they raised it softly,  
 Out of its earthy bed,  
 And down the hill they carried it,  
 With light and joyous tread.  
 It awakened in the sunlight,  
 And found its dream was true,  
 For there within the school-yard,  
 Where storm winds never blew,  
 It found itself surrounded  
 By children bright and gay,  
 Who carefully had planted it  
 Upon their Arbor Day.

—Cora S. Day.

## "When the Green Gits Back on the Trees."

In the spring when the green gits back on the trees,  
 And the sun comes out and stays,  
 An' your boots pull on with a right good squeeze  
 And you think of your barefoot days;  
 When you ort to work and you want to not,  
 And you and your wife agrees  
 It's time to spade up your garden lot—  
 When the green gits back on the trees.  
 Well, work is the least of my ideas,  
 When the green, you know, gits back on the trees.  
 Then the green gits back in the trees and bees  
 Is buzzin' around agin,  
 I. that kind of a "lazy-go-as-you-please"  
 Old gait that they hum 'round in;  
 When the groun's all oald where the hay rick stood  
 And the crick's riz and the breeze  
 Coaxing the bloom in the old dogwood,  
 And the green gits back in the trees—  
 I like, as I say, such scenes as these,  
 The time when the green gits back on the trees.

When the whole tail feathers o' winter time  
 Is pulled out and gone,  
 And the sap it thaws and begins to climb,  
 And the sweat it starts out on  
 A feller's forrerd, a-gitting down  
 At the old spring on his knees—  
 I kind o' like jes' a-loaferin' aroun  
 When the green gits back on the trees—  
 Jes' a-potterin' 'roun' as I dern please,  
 When the green, you know, gits back on the trees.  
 —James Whitcomb Riley.

## How Your State Grows Forest Trees

### Reading

Early in the spring of 1914 a tract of rough, unimproved land was set aside near College Park, Prince George's county, Maryland, for a site of a State Forest Nursery. Heretofore, the people of Maryland, if they wished to plant forest trees, or needed them for the protection of their land or buildings, had to secure them wherever they could, not always finding just what they wished or should have planted, for forest planting differs both in aims and execution from that which has merely the ornamental aspect to consider.

This need being apparent, the State Board of Forestry set about meeting it. The ground secured for the nursery was cleared of stumps and other obstacles to planting, and was laid out systematically in rows of small beds which should grow and contain the little forest trees. Nine kinds of trees were planted at first, four conifers, and five hardwoods. There were White and Loblolly Pines, Norway Spruce, and Douglas Fir among the former; of the latter, Red Oak, Tulip Poplar, Black Locust, Black Walnut and White Ash.

The little trees did well, so that at the end of the growing season there were more than 180,000 small trees thriving and shooting up where less than a year before there was a barren piece of ground. The conifers grew rather slowly, as is their way, since for the first few months and years they are busy developing a system of strong little roots that will help them to grow tall and strong when they are older; but the hardwoods in the Forest Nursery, some of them, grew as much as five or six feet in the year.

By the next spring many of them were ready for planting all about the State, and 80,000 seedling and transplant trees were set out on waste farm lands, along bare roadways, and in other places where no trees grew, but where they were needed to protect farm buildings, shade country roads and city streets, and prevent the fertility of fields from being washed away. At the same time, at the Nursery, more than 100,000 new seedlings were started, and other kinds of trees and seeds were planted. Now there are a dozen different kinds, of many sizes. Some of them are the White Pine, Norway Spruce, Lob-

lolly Pine, Red Oak, Sugar Maple, Black Locust, White Ash, Honey Locust, American Elm, Black Walnut and Tulip Poplar. They range in size from the little White Pine seedlings, a few months old, and two or three inches high, to the Poplars, which are higher than a man, though no older than a boy.

It is an interesting sight to stand at the edge of the Nursery, looking out over the rows and beds of little forest trees; nearby may be the conifers, the bushy heads of the little pines covering the ground completely with a leafy, dark-green canopy; farther off, perhaps, some tulips or oaks rise above their seed beds, outgrowing them fast, yet in their five or six feet of height giving but little suggestion of the great fellows they only need time to become.

The Nursery is of interest in its possibilities, when you think of all the waste lands it may return to forest; the dry and wind-swept road that it may change to a delightful place to travel; the homes and schools, exposed, and hot or cold by season, which, like the rest, may be improved and beautified by simply planting forest trees.

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"The Old Oak Tree"

Long ago in the changeful autumn,  
 When the leaves were turning brown,  
 From a tall oak's topmost branches  
 Fell a little acorn down.  
 And it tumbled by the pathway,  
 And a chance foot trod it deep  
 In the ground, where all the winter  
 In its shell it lay asleep.  
 With the white snow lying over,  
 And the frost to hold it fast,  
 Till there came the mild spring weather,  
 When it burst its shell at last.  
 Many years kind nature nursed it,  
 Summers hot and winters long;  
 Down the sun looked bright upon it,  
 While it grew up bright and strong.  
 Now it stands up like a giant,  
 Casting shadows broad and high,  
 With huge trunk and leafy branches,  
 Spreading up into the sky.  
 Child, when haply you are resting  
 'Neath the great oak's monster shade,  
 Think how little was the acorn  
 Whence that mighty tree was made.  
 Think how simple things and lowly,  
 Have a part in nature's plan;  
 How the great have small beginnings,  
 And the child becomes a man.

## STATE OF MARYLAND

Little efforts work great actions,  
 Lessons in our childhood taught,  
 Mold the spirits to the temper,  
 Whereby noblest deeds are wrought.  
 Cherish then the gifts of childhood,  
 Use them gently, guard them well;  
 For their future growth and greatness  
 Who can measure, who can tell?

—Anon.

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 A Joke

Mr. Chipmunk found some acorns  
 In the wall. "Ho! ho!" said he,  
 "I'll not tell my little wife,  
 She DOES eat so greedily."  
 So he took them from his pockets,  
 Hid them safely in the dark;  
 Then sat a moment, blinking,  
 On a bit of fallen bark.  
 Mr. Chipmunk came to dinner  
 Next day without his wife;  
 Cried, "Now where ARE those acorns?  
 I can't think to save my life!"  
 Then the little acorns laughed  
 Till they split their sides with glee;  
 "Ha! ha! HE'LL never find us,  
 We shall each become a tree."

—Annie Chase.

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 THE RIGHT USE OF FORESTS

READING, By the Teacher.

Wisdom and care in the use of the forests come primarily from an acquaintance with them; negligence, waste, and a disregard of the principles which govern their wise use arise from a common ignorance of the forests and its ways and uses. The downfall of once great countries may be traced to the latter. As to the truth of the former, the wisest men of our own and other lands have often come to the fore to give their testimony of the importance of the forests, and their conception of the proper way to use them.

That eminent churchman, Cardinal Gibbons, once said that "no policy of our National Government is more in keeping with those democratic principles upon which our Republic is founded than the conservation of our National resources, and none is to have a greater influence upon the prosperity of our land. Our fertile soils, our inland waters, our mines, and our forests are God-given heritages which belong no more to the present generation than to the genera-

tions that are to come. It is our duty as American citizens to regard these resources as sacred trusts, to preserve them, and to use them wisely and with moderation, that we may, as far as possible, provide against the days of want that are approaching; and that when these days are at hand they may not come as a crushing retribution, but as a wholesome discipline by which we shall be taught the great lessons of thrift and foresight."

Some years ago Theodore Roosevelt, then President of the United States, made the statement that in utilizing and conserving the natural resources of the nation the one characteristic more essential than any other is foresight. Unfortunately foresight is not usually characteristic of a young and vigorous people, and it is obviously not a marked characteristic of us in the United States. Yet assuredly it should be the growing nation with the future which takes the long look ahead; and no other nation is growing so rapidly as ours or has a future so full of promise. No other nation enjoys so wonderful a measure of present prosperity which can of right be treated as an earnest of future success, and in no other are the rewards of foresight so great, so certain, and so easily foretold. Yet hitherto as a nation we have tended to live with an eye single to the present, and have permitted the reckless waste and destruction of much of our national wealth."

As summing up the concensus of opinion of men prominent in many ranks of life, there is a quotation of Grover Cleveland which is both very good and highly applicable. "Even if we now abjectly repent of our sins of omission and commission in our treatment of the forests and streams which nature has given us, and reproach ourselves for the neglect of a trust imposed upon us for the benefit of future generations, we must at the same time humbly confess that the punishment we have suffered by flood, by drought, by tornado, by fire, by barrenness of soil, and by the loss of timber value, is well deserved. . . . The opportune time has arrived when effective public interest in forestry and forest preservation should be persistently aroused and stimulated."

It was President Cleveland who gave the first real impetus to National Forest movement, and today we find his and the others' words not less true, indeed far more so now, than when they uttered them. The late Professor Shaler gave as his opinion once that "Of all the sinful wasters of man's inheritance on earth, and all are in this regard sinners, the very worst are the people of America."

This the coming generation has an opportunity to change. Will you help?

## HISTORIC TREES

Arranged for Nine Pupils

First Pupil—

We sing of trees, historic old,  
That swayed before the breeze;  
No trees in our broad land have seen  
More memorable deeds than these.

Second Pupil—

A Royal Charter was obtained  
In sixteen sixty-two;  
The Colonies of Connecticut  
A bond of union drew.  
When Andros came with sixty men  
The Charter to revoke  
Brave Captain Wadsworth hid it safe  
Within the Charter Oak.

Third Pupil—

They love their land because it is their own,  
And scorn to give aught other reason why;  
Would shake hands with a king upon his throne  
And think it kindness to his majesty.

Fourth Pupil—

Penn, a treaty with Indians made,  
'Neath a spacious, tall elm tree,  
"While sun, moon and stars endure,  
In peace we'll live with thee."  
These were the words of the Indian Chief,  
In sixteen eighty-three,  
In Philadelphia this chartered right

Fifth Pupil—

Long as thine Art shall love true love,  
Long as thy science truth shall know,  
Long as thine eagle harms no dove,  
Long as thy law by law shall grow,  
Long as thy God is God above,  
Thy brother every man below—  
So long, dear land, of all my love  
Thy name shall shine, thy fame shall grow.

Sixth Pupil—

I speak of the elm at Cambridge,  
Where Washington took command;  
And that vast army, true and brave  
Won liberty for our land.  
With muskets clean and courage true,  
In seventeen seventy-five,  
Our men marched valiantly to fight,  
For liberty each did strive.



## Seventh Pupil—

When the battle is won,  
 And the land from traitors free,  
 Our children shall tell of the strife begun,  
 When Liberty' second April sun  
 Was bright on our brave old tree.

## Eighth Pupil—

The Army of North Virginia  
 Was yielded by Robert Lee  
 In eighteen hundred and sixty-five,  
 Near the famous apple tree.  
 Near Appomattox's old Court House,  
**Arms, artillery, all,**  
 Was ceded to Grant that April day  
 With slavery's great downfall.

## Ninth Pupil—

The change for which he prayed and sought,  
 In that sharp agony was wrought;  
 No partial interest draws its alien line  
 'Twixt North and South, the cypress and the pine.  
 The sword was sheathed; in April's sun  
 Lay green the fields by freedom won,  
 And several sections, weary of debates,  
 Joined hands at last and were United States.

—Selected—Indiana Centennial Manual.

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### The School House Yard

The school house yard was so big and bare,  
 No pleasant shadow or leafy trees;  
 There was room enough, and some to spare,  
 To plant as many as ever you please.

So first we set a little pine  
 For the wind to play its tunes upon.  
 And a paper birch, so white and fine,  
 For us children to write our secrets on.

Then two little elms to build and arch  
 Right over the gate when they grow up tall,  
 And a maple for tiny blooms in March,  
 And scarlet leaves in the early fall.

A cedar tree for its pleasant smell,  
 A mountain ash for its berries bright,  
 A beech for its shade and nuts as well,  
 And a locust tree for its blossoms white.

## STATE OF MARYLAND

Then last we planted an acorn small,  
To grow in time to a sturdy oak;  
And somehow it seemed to us children all  
That this was the funniest little joke.  
For sweet Miss Mary, smiling, said,  
"The other trees are your very own.  
But this little oak we will plant instead,  
For your grand-children, and them alone.  
Oh, how we laughed, just to think that when  
Our oak tree grows to an acorn fair  
That we shall be grandpas and grandmas then,  
With wrinkled faces and silver hair.  
I wonder now if the little folk  
That come in the days that are to be,  
To frolic under the future oak, . . .  
Will be as merry and glad as we.  
And if they plant their elm and beech  
As we do in the self-same way,  
And sing their chorus and speak their speech,  
And have such fun upon Arbor Day.

—Elizabeth Howland Thomas.

**PEACE DAY—(Friday, May 18, 1917).**

Prepared expressly for use in the Year Book by a Committee of Teachers in Garrett Heights Public School, Baltimore County. The Committee, comprising Misses Emily Barnes, Georgia McDonnal, Hilda Broemer, Lois Leary, and Edna Hall, finds itself much indebted for valuable material to Mrs. Fannie Fern Andrews, Secretary of the American School Peace League.

**Suggestions for the Observance of Peace Day in Schools.**

The following suggestive program could be used for a general assembly of the fourth, fifth, sixth, seventh, and eighth grades, and parts of it might be adapted for use in any one of these grades.

The committee suggests that the program be arranged in pageant form and given on the school grounds, since the month of May is a suitable time of the year for such a function.

**DIRECTIONS**—An eighth grade pupil acting as prologist will make the program clear to the audience.

**OUTLINE OF PROGRAM:**

- 1.—A Dramatization of Longfellow's "Making the Peace Pipe," from Hiawatha.
- 2.—Recitation of a poem on Peace.
- 3.—The Historical Development of the World's Peace Movement.
- 4.—Music.

**Program****I.—PROLOGUE:**

**PROLOGIST:** Today has been set aside as "Peace Day," and by its observance may we impress all people with the idea of peace.

Edward Markham has well illustrated this idea:

"Peace, Peace, O men, for ye are brothers all—  
 Ye in the trench and on the shattered wall.  
 Do ye not know ye came  
 Out of one Love and wear one sacred name?  
 O, brothers, lift a cry, a long world-cry  
 Sounding from sky to sky—  
 The cry of one great world,  
 Peace, peace, the world-will clamoring to be heard  
 A cry to break the ancient battle-pan,  
 To end it in the sacred name of Man!

—From "Peace," Edwin Markham.

The first feature of the program will be a dramatization of Longfellow's "Making the Pipe of Peace," from Hiawatha, which will illustrate primitive man's idea of peace.

**II.—SCENARIO:**

The Making of the Peace Pipe. (taken from Hiawatha, Riverside Literature Series, Pages 17-22.)

NOTE—The Prologist announces each scene as follows:

Scene I.—At the Quarry.

Gitche Manito calls the tribes of men together. He breaks a fragment from the red-stone quarry and molds a pipe-head. When it is finished he smokes the pipe. This acts as a signal to the nations.

Scene II.—Among the Tribes of Men:

Warriors come from far and wide to the prophets for an explanation of the sign in the heavens. The prophets explain the meaning.

Scene III.—At the Quarry.

Warriors are all gathered here to hear what the Great Spirit has to say. Gitche Man'ito makes a wonderful plea for peace. He then gives promise of new prophet and bids the warriors to cast their implements of war away. He also bids them make their peace pipes. The warriors seat themselves on the ground and smoke the peace-pipes, Gitche Manito disappears through the cloud-curtain made by the smoke.

The tribes are at peace.

**Suggestions to the Teacher:**

The dialogue for dramatization may be taken directly from the book. For example: in Scene II, the prophet's explanation may be given in the words of the book; lines 51-57. Minor parts may be constructed from suggestions in the poem. The poem will also give correct ideas of the costumes. See the description of the warriors. The entire dramatization should be written by the sixth grade in their regular English periods. This is the most legitimate composition for dramatization work. The scenario outlined by both teachers and pupils working together, should serve as a basis for dramatization.

The play should be given by fourth, fifth and sixth grades.

III.—Poem. (To be recited by 7th and 8th Grades).

PROLOGIST: A poem will now be recited bringing out a modern poet's conception of peace in contrast to the primitive Indian's idea of peace just portrayed. The poem is called "New Wars for Old," and was written by Alfred Noyes.

**NEW WARS FOR OLD**

Peace! When have we prayed for peace  
 Over us burns a star  
 Bright, beautiful, red for strife!  
 Yours with only drum and fife  
 And the golden grain and the surface of life!  
 Our is the white-hot war!

Peace? When have we prayed for peace?  
 Ours are the weapons of men!  
 Time changes the face of the world!  
 Therefore your ancient flags are furled,  
 And ours are the unseen legions hurled  
 Up to the heights again!

Peace? When have we prayed for peace:  
 Is there no wrong to right?  
 Wrong crying to God on high  
 Here where the weak and the helpless die,  
 And the homeless hordes of the city go by,  
 The ranks are rallied tonight!

Peace? When have we prayed for peace  
 Are ye so dazed with words?  
 Earth, heaven, shall pass away  
 Ere for our passionless peace we pary!  
 Are ye deaf to the trumpets that call us today,  
 Blind to the blazing swords?

—Alfred Noyes.

NOTE—The teacher may find an alternate list of poems suitable for her use. The following are suggestive:

“The Litany of War,” “The Prayer of Peace,” “The Dawn of Peace,” Alfred Noyes, published by Frederick Stokes, New York.

“The Promotion of Peace.” A splendid list in Bulletin Department of Education, No. 12, 1913.

#### IV. The Historical Development of the World Peace Movement.

NOTE—To be reproduced by several of the 7th grade children from an outline previously prepared by the class after the teacher has discussed with them the following excerpts from Gulliver's Friendship of Nations, pp. 23-53, (Ginn & Co).

##### 1.—Various Phases of Peace.

“Sometimes far back in strange past, when men settled all questions by battle, the idea of peace came into the world. No one knows what caused such a pleasant thought among the cruel ones which filled men's minds, nor just what peace meant at first. In our time, however, it has many meanings—the peace that prevails among the members of a family or neighborhood and among friends, the peace that comes with the doing of duty and of good deeds and with a clear conscience, the peace that blesses a country whose citizens live in harmony, and also the peace that might reign among nations.”

##### 2.—Differing Opinions About Peace for a Nation.

“Some believe that for a nation a life of peace without war would be disastrous, because they think that without war young men would not learn manly virtues. Others are sure that any nation

which advocates peace must be either weak or afraid of its neighbor. Still others think that it is foolish to even talk about peace, because fighting is just as much a part of man's nature as loving, and cannot be changed. 'In times of peace prepare for war,' these gentlemen say, and each year they make up a great war budget in order that their country may have money to keep its army and navy ready for battle at any moment. On the other hand, many believe that only through peace and peaceful settlement of quarrels can nations lead upright and prosperous lives,"

3.—Purpose of Peace.

"The real peace which concerns nations, however, can hardly weaken men or races, nor make a people seem cowardly in the eyes of the world. It has too noble a purpose for that, for it demands the reign of law and justice in affairs between nations."

4.—The Evolution of the Peace Idea.

"The thought of settling controversies between nations in a peaceful manner, instead of by war, is really very old. The feeling of justice and mercy and friendliness toward strangers is still older, for without such feeling no people desire peace. Jewish history records that fourteen hundred years and more before the birth of Christ, similar justice toward foreigners was expected of the Jews. The Egyptians also showed leniency in times of war. They spared those who fell in battle if they asked for mercy, and in ancient pictures of naval fights they are shown rescuing the enemy from watery graves when their galleys were sinking.

"One of the oldest stories which reveals friendship between foreigners is told in the book of Ruth. On account of a famine in the land, a man named Elimelech and his wife, Naomi, went away with their two sons to a strange country called Moab. Soon after Elimelech died, but the sons at least, must have been happy in the foreign land, for they married daughters of Moab.

"Courtesies between nations have become the custom nowadays, and are very pleasant ways of expressing friendship and sympathy.

"When news of the great earthquake which destroyed the islands and the southern part of Italy in 1908 was wired around the world, all countries showed the deepest sympathy.

"In this manner the spirit of brotherhood shows itself today, not once in a while, as in olden times, but very often and on every hand. Yet it was not brought about in a generation, or in a single century.

"The founding of universities, discovery of America and the publishing of the Bible had a wonderful influence throughout the world. The doors of knowledge were unlocked to all. The superstition which had hung about the Scriptures was swept away; and men began to dream of liberty which would make all free and equal, and give them the right to control their own governments and to worship as they chose. From these great events developed Biblical knowledge, the

republic, and the common school, all of which promote the spirit of brotherhood among men.

"Those who aided in the promotion of peace were: Hugo Grotius (1583-1645), a Dutch jurist, who had had an unusual career and whose patron, the French king, had been, published a remarkable book, 'Rights of War and Peace.'

"Two Englishmen took up this work for peace when death had claimed the famous Dutchman, and carried it still further. George Fox (1624-1691) founded a society dedicated to good will and brotherhood among men. Its members became known as Friends or Quakers, and their ideal today, as in the time when Fox was living, is found in universal peace. William Penn (1644-1718) was one of their number, and the first man to bring a message of peace among nations of the new world.

"But to Immanuel Kant (1724-1804), a German philosopher, first came the idea of a union of all nations on the globe—a federation of the world. This idea he published in a tract entitled "Eternal Peace."

"The greatest contribution which any nation as a whole has added to the cause of justice and harmony among men came from the thirteen original states of America in 1789, in the shape of a new bundle of laws for the government of a people. These laws formed the Constitution of the United States, for which Washington, Franklin, Madison, Hamilton and other able men worked unceasingly.

"The first president, George Washington, (1732-1799), was 'first in peace,' as well as 'first in war.' He believed that 'arms should be the last resort,' and said of war: 'My first wish is to see this plague to mankind banished from the earth.' "

"The very principles of the founders of the United States and of its Constitution and government have made the United States a leader in the cause of peace and justice among all men and nations. This is well illustrated in the following poem:

"What is the Voice I hear  
On the wind of the Western Sea?  
Sentinel! listen from out Cape Clear  
And say what the Voice may be  
'Tis a proud, free people, calling loud  
To a people proud and free.

"And it says, to them, 'Kinsmen, hail!  
We severed have been too long;  
Now let us have done with a worn-out tale,  
The tale of an ancient wrong,  
And our friendship last long as Love doth last,  
And be stronger than Death is strong.' "

"Answer them, sons of the self-same race,  
And blood of the self-same clan,  
Let us speak with each other, face to face,

## STATE OF MARYLAND

And answer, as man to man,  
And loyally love and trust each other,  
As none but free men can.

“Now fling them out to the breeze,  
Shamrock, Thistle and Rose!  
And the Star Spangled Banner unfurl with these,  
A message to friends and foes,  
Wherever the sails of peace are seen,  
And wherever the war wind blows.

“A message to bond and thrall to wake,  
For whenever we come, we twain,  
The throne of the tyrant shall rock and quake,  
And his menace be void and vain;  
For you are lords of a strong, young land,  
And we are lords of the main.

“Yet, this is the Voice on the bluff March gale,  
‘We severed have been too long,’  
But now we have done with a worn out tale,  
The tale of an ancient wrong,  
And our friendship shall last as Love doth last,  
And be stronger than Death is strong.’ ”

—From “A Voice From the West,”

By Alfred Austin.

“The Geneva Convention (1864) displayed more clearly the growing spirit of justice and humaneness. The convention was called after four years of ceaseless labor on the part of Henri Dunant (1828-1910) a well-to-do Swiss whose home was at Geneva, for the purpose of lessening the distress of sick and wounded soldiers. Mr. Dunant was once delayed upon a battlefield, and he was so horrified by the neglect and suffering of soldiers that he determined to bring the nations into an agreement to consider all sick and wounded men, and those who wished to help them as neutral, or not taking sides with either nation fighting. Under such circumstances a society of mercy could work unmolested in times of war. Twelve governments agreed to Dunant’s plan and bound themselves to abide by it, and later other governments expressed themselves in favor, until, at the present time, all the important powers of the world have accepted the treaty. As a result of the convention a society was founded for the “amelioration of the wounded in armies in the field” and called the International Red Cross Society.

“In these later years tremendous efforts in the cause of peace have been made, and the world has been startled at the earnestness of many men and the growing interest in the cause. Alfred Nobel, (1833-1896) the inventor of dynamite and a Swedish manufacturer of explosives, has dedicated his fortune as prizes for the men or women who each year help mankind the most by making important discov-



eries in science, or by writing an inspiring book, or by rendering great service in the work for peace. A Polish Jew, who began life as a peddler in the streets of Warsaw, has issued a book which is said to be 'the most powerful argument for the peace of the world written in our time, or perhaps, in any time.' The work, in four enormous volumes is called, 'The Future of War.' Jean de Block, the author, (1836-1902) rose rapidly from the poverty of his youth and became the leading banker of Poland.

"An American statesman of a different kind was John Hay (1838-1905). As Secretary of State he arranged more than fifty treaties between the United States and other countries, and he also limited the territory of the war which the Russians and Japanese waged so disastrously, not many years ago. To his wisdom and tact the Chinese Empire owes its freedom today, for at the time of the Boxer Rebellion (1900) the great states of the world wanted to divide China among themselves. He said it should not be done, and the Chinese Empire was preserved..

"Edward VII (1841-1910) as King of England, exerted a great influence for peace and justice among nations. He felt that England should be on friendly terms with France and should strengthen her good will with Russia and with Germany, and that Japan and the United States should be made allies and best friends.

"To the work of these great statesmen must be added a story called 'Lay Down Your Arms,' by Baroness Bertha von Suttner, an Austrian woman of position and influence.

"The year 1910 was made memorable in peace annals by the establishment in Boston of the World Peace Foundation, an Association founded by Mr. Edward Ginn, a Boston publisher and philanthropist. Mr. Ginn has the honor of being the first citizen of the world to give \$1,000,000 to the work of peace. The interest on the sum, \$50,000, is dedicated each year to the expenses of the society.

"In the same year Mr. Andrew Carnegie established the Carnegie Endowment for International Peace. Believing that 'there is no price too dear to pay for perfection,' has given millions to aid the work of peace among nations.

"If Jean de Block had never written 'The Future of War,' the Czar of Russia, Nicholas II, would never have been stirred by its message. As it was, the Czar read the book and thought about it very seriously. In 1899 he asked the powers to send delegates to a conference. And again in 1907 he asked them. As a result the nations of the world have sat together with pleasure and profit, discussing the most important question that has ever risen in the history of governments—the question of war and peace.

"Many, many people and nearly six hundred peace societies are working for the cause of peace among nations. Yet not only those who have worked for peace itself have helped the cause, however

much they may have done for humanity the world over. All the men and women who are teaching, preaching practicing and laboring for the good of the minds and bodies of their fellow-citizens have helped in a great measure to bring the day of peace among all people. And they are still helping, for they are building up a stronger and a nobler race. The better a race becomes, the more it will know, and the better it will understand and trust the men in other lands, and the sooner it will realize that justice and honor will make a nation strong."

#### V.—Music and Pantomime.

1.—Pantomime. "Peace on Earth."

NOTE—The shepherds on the hills are gazing on the wonderful star. The sheep have wandered away. An angel appears unto the shepherd. Just then voices are heard singing, "Peace on Earth." Invisible choir. (For the music select any suitable meter time; first phrase is, "It Came on the Midnight Clear.")

NOTE—Other musical selections which would be suitable for the day are: "Peace Triumphant," Theron D. Perkins, published by Theron D. Perkins, Boston, Mass.; (2) "Peace on Earth," by Margaret Brown, 436 Oak street, Buffalo. N. Y.

#### A List of Suggestive Plays for Peace:

"A Pageant of Peace," "The Enemy," Beulah Marie Dix, 405 Marlborough street, Boston, Mass.

"When War Comes," American School Peace League, Boston, Mas.

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### Quotations Suitable for Blackboard—Peace Day

"Will nations never devise a more rational umpire of differences than force?"—Jefferson.

"My first wish is—to see the whole world at peace; and the inhabitants of it as one band of brothers, striving who should contribute most to the happiness of mankind."—Washington.

"Though I have been trained as a soldier, and participated in many battles, there never was a time when, in my opinion, some way could not be found to prevent the drawing of the sword."—General Grant.

(Others are found in the Bulletin on "The Promotion of Peace," No. 12, 1913, Bureau of Ed.)

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#### BIBLIOGRAPHY

1.—What Young People Ought to Know About War and Peace. By Lucia Ames Mead, New England Publishing Co., Boston, Mass.

2.—American Opinions of the World War. By Edward Bernstein, American Association for International Conciliation (Feb. 1916, No. 99) New York City.

3.—Publications of the American Association for International Conciliation, 402 West 117th street, New York City. Every school should be on mailing list.

4.—Publications of the American School Peace League, Secretary, Mrs. Fannie Fern Andrews, 405 Marlborough St., Boston, Mass.

5.—Friendship of Nations. Lucille Gulliver, (Ginn & Co.)

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### MARYLAND BRANCH AMERICAN SCHOOL PEACE LEAGUE

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#### Purposes

The Maryland Branch of the American School Peace League was organized at Braddock in 1911, during the meeting of the State Teachers' Association. The purpose of the League is to "promote through the schools and the educational public of America the interests of international justice and fraternity." This object is to be sought especially through the observance of one day in each year as Peace Day in the schools and by means of addresses, recitations and songs, to familiarize the children with the idea of peace as a great national blessing and as an individual duty.

This organization has been cordially endorsed by the State Board of Education of our State, and the Board of Managers of the Maryland Branch confidently solicit co-operation in this interesting and important work.

What we ask definitely is that teachers will set aside an hour or two, as recommended in the Teachers' Year Book, to celebrate the cause of peace. This will not only be welcomed by the pupils as a pleasing variety in school exercises, but it will put the school into sympathetic relation with a nation-wide movement, and give endorsement to a cause that all must approve.

